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**INVESTIGATING THE IMPACT ON USING
TABLETS IN EFL PRIMARY CLASSROOMS
CASE STUDY IN KHEMIS MILIANA PRIMARY
SCHOOLS.**

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Declaration

I hereby declare that the substance of this dissertation is the result of my investigation due reference of acknowledgment is made when necessary to the whole of other researchers.

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Dedication :

To my deceased father Abdullah, I am so proud to be your daughter. No written words can express my love.

For my mother Abdesslam Fettouma. I will always be grateful to you for showing me the beauty of the world when you were

Feeling down and frustrated. I love you with all my heart .

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Table of contents

List of tables

Table 04.1: Gender of the learners	47
Table 04.2: satisfaction of students with the use of tablets in the class	49
Table 04.3: types of feedbacks that learners find it helpful in the learning process	52
Table 04.4: Students opinion about the importance and effectiveness of using tablets in their learning.	54
Table 04.5 expressing whether the use of tablets helped in developing students-skills	56

Table of contents

List of figures

Figure 04.1 expressing the different age groups	46
Figure 04.2: the use of tablets in the classroom	47
Figure 04.3: the percentage of the use of tablet in the English classroom.	48
Figure 04.4: language skills that students acquire through the use of Tablets.	50
Figure 04.5: types of English language activities that students enjoy doing on the tablet.	51
Figure 04.6: conveying whether students are confident when using tablets in language learning or not	53
Figure 04.7: the rate of Tablet usage during home.	55
Figure 04.8: discover if students have received any training on how to use the tablet for English language learning	55

Table of contents

Table of content

Declaration.....	2
Acknowledgement	4
List of tables.....	5
Abstract:.....	10
General introduction :	11
Chapter one:	12
Introduction.....	12
1.1.Introduction	1
1.2. Background of the study :	1
1.3. Statement of the problem:	2
1.4. Rationale of the study :	3
1.5. Aim of the Study:.....	4
1.6. Research Questions:	4
1.7. Research Hypothesis:	4
1.8. Research methodology:.....	5
1.9. Definition of Key concepts :.....	5
1.10. Structure of the study :	7
Chapter 02:	8
Literature review.....	8
2_1_Introduction	9
2-2-ICT definition:	9
2-3-Types of ICT in Education:	11
2-4-Benefits of ICT in EFL Primary Classrooms:	11
transmitters of knowledge.	13
2_5_Integrating technology in education:	13
2_6_Convergence of Technology and Education :	14
2_7_The role of technology in education:.....	17
2-8-The role of ICT in education:	19
2-9-Convergence of Technology and Education :.....	20
2-10-Mobile learning :.....	24
2-11-Mobile learning vs traditional learning:.....	26
2_11_Mobile learning examples.....	26

Table of contents

2_11_1_ computer:	26
2_11_2_ Tablet.....	27
2-12- Mobile learning benefits:	27
2-13-Advantages of using tablets as a mobile learning tool in education.....	28
2-14-Disadvantages of using tablets.....	30
2-15-Tablets in primary classrooms	31
2-16-Definition of Tablets:.....	32
2-17-Types of tablets	33
2-18-Features of Tablets:	34
2_19_ Conclusion.....	37
Chapter three: Research Methodology	38
Introduction:.....	39
Research design	39
Research methodology	39
Research method:.....	40
Quantitative method:	40
Qualitative method.....	41
Population and samples	41
teacher's profile	42
student's profile	42
Data collection procedures	43
Questionnaire.....	43
Interview	43
Conclusion.....	44
Chapter four: Findings and discussions.....	45
4_1_ Introduction	46
4_3_ 2_ Analysis of the interview of teachers	58
Third Question: In what ways have you found using Tablets in English class helpful for learning ?	59
4_4_ Discussion of findings.....	60
4_4_1_ Discussion of pupils' questionnaire.....	60
4_4_2_ Discussion of teachers' interview	62
4_5-conclusion	63
Chapter Five:	65
General conclusion	65
List of references:	73

Table of contents

Appendices	78
Résumé	83

Abstract

Abstract:

Mobile technology, such as smartphones and tablets, have become increasingly popular as innovative teaching tools. Tablets provides to various opportunities for both teachers and pupils flexibly interact inside EFL classrooms .Hence The latter help to support pupils 'motivation and foster the acquisition of their language learning skills. Therefore, the present study aims at investigating the impact of using tablets on improving EFL pupils learning achievement at khemis Miliana primary classrooms. The first hypothesis of this study is that the use of tablet in EFL primary classrooms may improve pupils' abilities in English language and get them actively engaged in learning ,it may as well allow them to practise autonomously English inside and outside the classroom. The second one is, tablets can enable more interactive and dynamic interactions between teachers and pupils, Teachers can use tablets to provide immediate feedback, monitor to test these hypotheses, the researchers relied on a mixed method , using both Qualitative and quantitative data measurement, through the use of questionnaire with pupils and interview with teachers.The study examines the pupils' attitudes and teachers perceptions toward the use of tablets in the EFL primary classrooms.The findings obtained from the data collection tools show that both teachers and pupils had positive attitudes toward the use of tablets in EFL classes. Thus, the results of the study confirmed the study's hypotheses.

Key words: Pupils, English language, Tablets, primary classrooms, EFL classes, Teachers.

General introduction :

In recent years, technology has become increasingly integrated into educational settings, with tablets being one of the most popular devices used in classrooms. This has led to a growing interest in investigating the impact of using tablets on student learning outcomes, particularly in the field of English as a Foreign Language (EFL).

EFL primary schools are an ideal setting to study the impact of tablet use on student learning outcomes, as students at this age are still developing their language skills and are more open to using new technologies. Additionally, tablets offer a variety of interactive and multimedia tools that can enhance language learning and engagement.

Several studies have explored the impact of tablet use on EFL primary school students, with mixed results. Some studies have found that tablet use can improve language learning outcomes, while others have found no significant difference between tablet-based instruction and traditional classroom instruction.

Factors such as teacher training, instructional design, and student motivation can all impact the effectiveness of tablet use in EFL classrooms. Therefore, further research is needed to fully understand the potential benefits and limitations of using tablets in EFL primary schools.

Chapter one:

Introduction

1.1.Introduction

This research was conducted in order to settle the impact of using tablet in EFL primary school, for third year primary school pupils in Algeria. This introductory chapter will present the background of the study, the statement of the problems, the aim of the study, the rationale of the study, the research questions, the hypothesis, the research methodology and tools, the definitions of the key terminology and the structure of the study.

1.2. Background of the study :

The use of technology in education has been growing rapidly over the past few decades, and tablets have become a popular tool for teaching and learning in schools. In particular, the use of tablets in teaching English as a foreign language (EFL) to primary school students has become increasingly prevalent.

The rationale behind this is that tablets offer a number of advantages over traditional methods of teaching EFL, such as textbooks and pen-and-paper exercises. For example, tablets can provide interactive and multimedia-rich content that can be more engaging and effective in capturing the attention of young learners. They also allow for personalized learning experiences that can be tailored to the individual needs and learning styles of students.

However, there is still a need to investigate the impact of using tablets in EFL primary school classrooms. This includes examining the effects of tablet use on student motivation, engagement, learning outcomes, and attitudes towards learning. It also involves exploring the challenges and limitations of using tablets in this context, such as issues related to access, teacher training, and student distraction.

Overall, the dissertation topic of investigating the impact of using tablets in EFL primary schools is an important and timely area of research that has the potential to contribute to the development of effective and innovative teaching practices in the field of EFL education.

1.3. Statement of the problem:

Tablets are widely used by learners, teachers, and educators as they provide easy access to digital learning resources. They have revolutionized language learning by extending it beyond the classroom and enabling virtual learning. Digital platforms offer numerous opportunities for learners to search, use applications, communicate, learn, and share knowledge. As a result, the use of tablets has had a significant impact on the way language learners and teachers read, write, learn, and perceive language.

Tablets are particularly helpful for primary school learners in developing fundamental language skills such as speaking and writing. English as a foreign language (EFL) teachers often use tablets to teach grammar rules and structures. However, many third-year learners in primary schools struggle to learn English as a foreign language due to poor study skills, lack of interest, confidence, concentration, and memorization of language rules. Teachers may feel frustrated after trying various strategies to address this issue.

Therefore, integrating electronic learning (EL) tablets into the EFL primary classroom has become essential. Although tablet-assisted language learning has been adopted by Stanford University's learning lab in a Spanish learning program in 2001, Algerian schools' ministry of education still prohibits the use of these tech devices, despite the promoted approach of learner autonomy (CBA). Tablets can reinforce learning lessons, support and facilitate teaching/learning situations, promote learning autonomy, engagement, and motivation. The use of tablets can be particularly beneficial for primary school learners struggling with EFL. So What is the effects of using tablet on learners' motivation and learning autonomy? And To what extent do students perceive tablet-based activities to be effective for improving their English language skills?

1.4. Rationale of the study :

Investigating the impact of using tablets in EFL (English as a Foreign Language) primary school is important for several reasons.

Firstly, technology integration has become increasingly prevalent in classrooms worldwide. Tablets offer various features and applications that can facilitate interactive and engaging learning experiences. They provide access to a wide range of multimedia resources, interactive educational apps, and language learning software, which can enhance students' engagement and motivation in the EFL classroom.

Secondly, EFL education often faces challenges related to language acquisition, especially in primary classrooms. Traditional methods might not always effectively cater to individual learning needs or provide personalized instruction. Tablets, on the other hand, offer opportunities for adaptive learning, allowing students to progress at their own pace and receive targeted feedback. By investigating the impact of tablets in the EFL primary classroom, educators can identify the specific benefits and challenges associated with their use.

Thirdly, the digital age has transformed communication and language practices. Incorporating tablets in the EFL classroom can help students develop digital literacy skills and familiarize themselves with technology that is prevalent in today's society. It is important to investigate whether using tablets can enhance language learning outcomes, including speaking, listening, reading, and writing skills.

Furthermore, researching the impact of tablets in the EFL primary classroom can provide valuable insights into pedagogical approaches and strategies that maximize the benefits of technology integration. Understanding how tablets are used, the instructional methods employed, and the overall impact on student engagement, motivation, and language proficiency can inform educational policies and instructional practices.

Lastly, while tablets offer potential benefits, they also raise concerns related to screen time, distractions, and the potential shift away from traditional teaching methods. Investigating these potential drawbacks and finding ways to mitigate them is crucial for ensuring that tablet use in the EFL primary classroom is balanced and optimized.

In conclusion, investigating the impact of using tablets in the EFL primary classroom is necessary to understand the potential benefits and challenges associated with their integration. By examining the impact on student engagement, motivation, language proficiency, and digital literacy skills, educators can make informed decisions about the effective use of tablets and develop evidence-based practices that enhance EFL education.

1.5. Aim of the Study:

This study aims at:

- Showing the effect of using tablet to enhance English skills.
- Illustrating how tablet is important in learning and serve students needs.
- Examining students and teachers attitudes toward using tablet as technological device and its effectiveness.

1.6. Research Questions:

.What is the effects of using tablet on learners' motivation and learning autonomy?

- How does the use of tablets in EFL primary schools compare to traditional methods of language instruction in terms of student achievement, engagement, and motivation?
- What are the challenges and benefits of implementing tablets in EFL primary schools, from the perspective of teachers, students, and school administrators?
- How do factors such as student age, gender, and socio-economic status influence the effectiveness of tablet-based English language instruction in primary schools?

1.7. Research Hypothesis:

To answer the questions above we hypothesize the following:

- The use of tablet in EFL primary classrooms may improve students' abilities in English and get them actively engaged in learning. It may as well allow them to practise autonomously English inside and outside the classroom.

- Tablets can enable more interactive and dynamic interactions between teachers and students. Teachers can use tablets to provide immediate feedback, monitor individual progress, and adapt instruction based on students' needs.

1.8. Research methodology:

In this dissertation, we adopt the mixed method approach. It combines both qualitative and quantitative methods for data collection and data analysis, the data are gathered using two main instruments : a questionnaire given to the 3rd year learners in primary school of both Allili Ahmed and Quidri Filali Mohamed school and an interview conducted with the teachers and some school staff.

-The questionnaire reached to the learners' opinions about using tablet in learning and its effects in their academic performance.

-The interview conducted with teachers and aims to know the impact of using tablet in learning , illustrate how tablet is important in learning and serve students needs, and To examine students and teachers attitudes toward using tablet as technological device and its effectiveness

Questionnaire are used to collect quantitative data, while interview are used to collect qualitative data.

To sum up, using a mix methods approach makes it easier to collect data and ensures the reliability of the study.

1.9. Definition of Key concepts :

general introduction

•**Tablet** : a tablet is a handheld computer that provides students with access to digital content and resources, such as textbooks, videos, and educational apps. Tablets can also facilitate communication and collaboration among students and teachers, and can be used to create and share multimedia content.

However, it's important to note that while tablets can be effective tools of learning, they should not be seen as a replacement for traditional teaching methods. Rather, tablets should be integrated into the classroom alongside other teaching methods to enhance the learning experience and provide students with a more comprehensive and engaging educational experience.

•**EFL**: English as a Foreign Language. A term used to describe the study of English by non-native speakers who live in non-English speaking countries. EFL is typically taught as a subject in schools or universities, or through private language schools or tutors. The goal of EFL instruction is to help learners develop their language skills in speaking, listening, reading, and writing, as well as to gain cultural competence and a better understanding of the English-speaking world.

•**CBA** : The CBA is a very popular approach which focuses on measurable and useable knowledge, skills and abilities. It consists of teachers basing their instructions on concepts expecting to foster deeper and broader understanding (Chelli, 2010). It has been also defined by Richards and Rodgers (2001) as “an educational movement that focuses on the outcomes or outputs of learning in the development of language program. CBE address what the learners are expected to do with the language; however they learned to do it. The focus on outputs rather than on inputs to learning is central to the competencies perspective” (p. 141).

In other terms, the CBA focuses on outcomes of learning and addresses what learners are expected to do rather than on what they are expected to learn about. In addition, Savage claimed that the CBA is” a functional approach to education that emphasizes life skills and evaluates mastery of those skills according to actual learner performance” (1993, p. 15).

1.10. Structure of the study :

This dissertation is divided into five chapters : introduction, literature review, methodology, findings, conclusion. The first chapter presents general introduction which includes : background of the study, statement of the problem, the aim of the study, research questions, hypothesis, research methodology and tools and the structure of the study. The second chapter examines previous publications on the research topic and an overview of the effects of using tablet in efl primary school in the learning process to enhance English skills which have already been presented by previous researchers. The third one is research design and methodology which includes : introduction, research design, participants, instruments, data collection procedures, data analysis. And the fourth chapter deals with analyzing and interpreting the data collected from students and teachers ‘questionnaire was given to learners and interview conducted with teachers ’. The last chapter is conclusion that discuss the results, Recommendations, for further research, limitations.

Chapter 02:

Literature review

2_1_Introduction .

The integration of tablets in education has a great importance in learning a foreign or second language, due to their portability and versatility, tablets have the potential to improve pupil's learning experiences by giving them access to a variety of resources as well as interactive and engaging content. Therefore, it's not only limited to facilitate the contact but also to the need of knowledge. In this chapter, at the first part ,The researchers will give the definition of ICT ,Then move on to types of ICT in education and the benefits of ICT in EFL primary classrooms ,and then types of ICT in education. In addition ,they talked about the integration of technology in education. Also ,they include the concept of the Convergence of Technology and Education :as soon as the role of ICT and technology in education.

In the second part the investigators will define the concept of mobile learning .Next ,they will tackle the difference between mobile learning and traditional learning ,give a few examples of mobile learning. As well as the benefits and advantages of using tablets as a mobile learning tool in education.. Finally ,they will provide an explanation about the use of tablets in primary classrooms. Also definition of tablets. Overall, types of tablets, and features of tablets.

2-2-ICT definition:

The term ICT can be broadly defined as the electronic means used to create process, store, display, and share or transmit, and exchange information. In this general sense, ICT includes technologies such as television, video, radio, DVD, telephone (be it fixed-line and mobile), satellite systems, computer and network hardware and software, and all equipment and services associated with these technologies, such as e-mail and blogs and videoconferencing(UNESCO, 2007). In line with this, Hennessy et al. (2005) described that ICT includes various technical media that cover hardware

(projection technology, laptops, desktop computers, netbooks, tablets, mobile phones, data logging, and digital audio and visual equipment), software applications (generic software, multimedia resources) and information systems (Intranet, Internet, cloud computing). These definitions

Indicate that ICT covers web-based and non-web-based technological devices. According to Meleisea (2007), ICT is “forms of technology used for creating, displaying, storing, manipulating, and exchanging information” (p. 29).

ICT (Information and Communication Technology) refers to the use of technology to gather, store, retrieve, process, transmit, and present information. In the context of our dissertation on investigating the impact of using tablets in EFL (English as a Foreign Language) primary classrooms, ICT would encompass the use of tablets and related technologies to enhance the teaching and learning experience.

According to Peter Norton, ICT refers to “the technology used to manipulate, store, transmit, and retrieve information in a digital format.”

Richard Heeks defines ICT as “a diverse set of technological tools and resources used to communicate and create, disseminate, store, and manage information.” Kofi Annan, defines ICT as “the infrastructure and components that enable modern computing and communication devices to be used for gathering, storing, retrieving, processing, and transmitting information. “William Dutton defines ICT as “an ensemble of technologies, networks, and applications that enable the creation, access, storage, and manipulation of information and its dissemination across space and time.”

These definitions highlight the broad range of technologies and activities encompassed by ICT, emphasizing its role in information processing, communication, and the digital exchange of data.

2-3-Types of ICT in Education:

Tablets: Portable devices with touchscreens, typically used for browsing the internet, accessing educational apps, and digital content.

Educational Apps: Software applications designed specifically for educational purposes, providing interactive learning experiences and content.

Learning Management Systems (LMS): Online platforms that allow teachers to deliver course materials, manage assignments, and track student progress.

Interactive Whiteboards: Large touch-sensitive screens that can display multimedia content and allow teachers and students to interact with it.

Digital Content: Educational materials in digital format, including e-books, videos, simulations, and interactive exercises.

Online Collaboration Tools: Communication and collaboration platforms that facilitate interaction and teamwork among students and teachers.

Virtual Reality (VR) and Augmented Reality (AR): Technologies that create immersive and interactive experiences by blending digital content with the real world.

Online Assessment Tools: Platforms that enable teachers to create and administer quizzes, tests, and assignments electronically.

2-4-Benefits of ICT in EFL Primary Classrooms:

Engagement and Motivation: The use of tablets and interactive digital content can make learning more engaging and motivating for students, as it introduces novelty and interactivity into the classroom.

Personalized Learning: ICT allows for adaptive learning experiences, where students can progress at their own pace and receive tailored feedback based on their individual needs.

Multimodal Learning: Tablets offer multimedia capabilities, enabling the integration of text, images, audio, and video, which can enhance language learning by providing multiple modes of input and expression.

Access to Authentic Resources: ICT provides access to authentic language resources, such as online articles, videos, and audio recordings, allowing students to engage with real-world language use.

Collaborative Learning: Online collaboration tools and communication platforms foster collaboration among students, promoting communication and interaction in the target language.

Immediate Feedback: Digital tools can provide instant feedback on students' exercises and assessments, allowing for immediate correction and reinforcement.

Organization and Management: ICT tools like LMS can facilitate lesson planning, content organization, and administrative tasks, making teaching more efficient for educators.

It is important to note that while ICT can offer numerous benefits, its successful integration into the classroom depends on factors such as teacher training, technical support, appropriate content selection, and a well-designed curriculum that aligns with the specific needs of EFL learners in primary education.

The advantages of using ICT in education are significant. In the past two decades, Western schools have heavily invested in ICT infrastructure, leading to students using computers more frequently and for a wider range of applications. Research shows that students who use ICT facilities tend to

have higher learning gains than those who do not. For example, studies reveal that students who used computer tutorials in mathematics, natural science, and social science scored significantly higher on tests in these subjects. Similarly, students who used simulation software in science and tutorial software in reading also scored higher on tests in these areas. The use of ICTs in education also shifts the learning approaches towards a more constructivist learning, where students take greater responsibility for their learning, and teachers act as supporters and coaches rather than just transmitters of knowledge.

ICT can be used in various ways, offering interesting ways for both teachers and students to learn about their respective subject areas. The integration of technology-based teaching and learning through educational videos, stimulation, storage of data, usage of databases, mind-mapping, guided discovery, brainstorming, music, and the World Wide Web (www) makes the learning process more

2_5_Integrating technology in education:

ICTs play a crucial role in education by transforming the classroom environment and making learning more accessible to students (Mishra & Koehler, 2006). As a result, EFL teachers must carefully consider how to incorporate technology into their instruction (Morgan, 2008). However, integrating technology in the classroom is not just about teaching computer skills; it requires educators to innovate and engage students in their learning. Using instructional technology effectively can help achieve this goal. Research has shown that the use of ICTs in teaching and learning can improve student motivation and interest in the subject matter (Ilter, 2009). Furthermore, technology can facilitate the development of critical thinking and problem-solving skills (O'Dwyer, Russell, Bebell, & Tucker-Seeley, 2005). In the realm of English language

education, technology has opened up new possibilities for learning through various generations of the web, including Web 1.0, Web 2.0, and Web 3.0 (Miranda, Gualtieri & Coccia, 2010). Different technological tools, such as language learning websites, presentation software, and electronic dictionaries, can also be useful for improving students' language skills (Nomass, 2013). However, the success of these tools depends on appropriate methodology and teachers' management in the classroom.

2_6_ Convergence of Technology and Education :

The integration of technology in education has been driven by various internal and external factors since the 1980s. These factors include global economic competition, availability of facilities, teachers' willingness, students' attitudes, and policies from governmental and institutional contexts. The use of information and communication technology in the world economy has led to the introduction of technology in education to improve its effectiveness. Studies have shown that technology can contribute to learner autonomy, improved communication skills, positive study attitudes and motivation, and students' learning interests. The availability of necessary facilities, such as the internet and technological tools, has also contributed to the integration of technology in education. In addition, teachers' intrinsic motivation has influenced their use of technology in the classroom. Teachers play a crucial role in guiding students in the use of technological tools and preparing them for the future labor market in the globalization era. The convergence of teaching with networked technologies is fundamentally reshaping and changing education, as teachers are required to expose students to technological tools to enhance their learning experience.

Previous research (Alonso et al., 2019; Khamprem & Boonmoh, 2019; Taghizadeh & Hasani Yourdshahi, 2020) has indicated that teachers' willingness to integrate technology is a crucial factor in technology integration. For instance, Iranian language teachers expressed their readiness

to participate in technology-based professional development programs, but lacked training courses on technology integration in young learners' classes (Taghizadeh & Hasani Yourdshahi, 2020). Meanwhile, Chilean teachers' adoption and assessment of digital tools were related to their pedagogical beliefs and evaluation (Alonso et al., 2019), and Thai teachers' willingness to integrate technology in classrooms depended on their needs (Khamprem & Boonmoh, 2019).

In addition to teachers' willingness, students' status as "digital natives" has expanded the use of technology in education. Using technology in the classroom has become an effective educational approach to teach students aged 18-21 who have grown up with technology as an integral part of their everyday lives (Prensky, 2001; Kannan & Munday, 2018; Petersen & Sachs, 2015).

Governmental and institutional policies have also impacted the implementation of ICT use in educational contexts (Buasuwan, 2018; Wiangsima & Boonmoh, 2018). In Thailand, the government has promoted the use of ICT in education, resulting in the implementation of CALL and MALL in Thai education contexts (Boonmoh et al., 2021).

In Thailand, educational policies play a significant role in influencing teaching practice, as shown in previous studies (Goodman, 2017; Vungthong et al., 2017; Wiangsima & Boonmoh, 2018). The 12th National Economic and Social Development Plan (B.E. 2560–2564) requires teachers and educational personnel to adapt themselves to a paradigm shift in education management following the National Education Plan (B.E. 2560–2579), which supports a "one size fits all" concept (Saekhow & Cheewaviriyanon, 2021). As a result, institutional policies to promote the use of technology in classrooms have influenced school principals to support teachers' use of technology (Goodman, 2017; Vungthong et al., 2017).

According to Johnson and Germain-Froese (2016), the integration of networked technologies into classrooms has become widespread due to various factors. These technologies, including desktop computers, tablets, and laptops, have become essential teaching tools that facilitate interaction between learners, teachers, and learning resources (Goodyear, 2001; Johnson & Germain-Froese, 2016; Yang, 2007). Networked learning has been shown to promote autonomous learning among language students by connecting them with global resources (Kannan & Munday, 2018). However, the successful incorporation of these technologies into teaching requires positive attitudes from both students and teachers towards the use of technology. While many studies have explored students' perceptions of technology use in classes, few have investigated teachers' perceptions and use of technology, particularly in secondary schools.

Previous studies have examined teachers' perceptions regarding technology use in classrooms, often through surveys (Alonso et al., 2019; Liu et al., 2018; Taghizadeh & Hasani Yourdshahi, 2020; Uzunboylu & Ozdamli, 2011). For instance, Uzunboylu and Ozdamli's (2011) study focused on Cypriot teachers' perceptions of mobile learning, while Liu et al. (2018) investigated the relationship between Chinese language teachers' use of technology and their perceptions. Both studies found that teachers' perceptions affected their practices, and that factors such as technology's usefulness, ease of use, and facilitating conditions were significant predictors of teachers' use of technology in classrooms.

Alonso et al. (2019) investigated the perceptions of Chilean teachers regarding the integration of technology in evaluation processes, while Taghizadeh and Hasani Yourdshahi (2020) examined Iranian English teachers' attitudes, knowledge, use, and challenges in integrating technological tools into language classes. These studies highlight that negative pedagogical beliefs and lack of pedagogical and technological knowledge were barriers to technology integration in classrooms.

While most studies have focused on teachers' perceptions of technology use in classes through survey research, it is important to note that surveys have limitations in capturing contextual factors related to technology use. Furthermore, teachers' perceptions influence their practices, but not all teachers who have positive attitudes towards technology use it in their classes. Some may face limitations such as limited facilities or time, or may not take advantage of technology's full potential. It is important to explore teachers' perceptions, use, and surrounding factors to better understand technology integration in classrooms.

While various types of studies can provide information about how teachers use technology in different contexts, questionnaire-based studies have limitations, such as the inability to explore reasons behind technology use choices. Although a well-designed questionnaire can offer in-depth insights, it requires anticipating responses. In contrast, semi-structured interviews provide flexibility and the opportunity to probe further. Therefore, an in-depth interview method along with observation was adopted to explain the integration of technology in Thai secondary schools. Budget allocation for school facilities in Thailand is based on school size, which may affect technology integration by teachers. Previous studies have shown that school facilities influence teachers' perceptions and use of technology in classrooms, but research related to small- and medium-sized schools in Thailand is limited. Therefore, investigating the impact of school size on technology adoption in Thai secondary schools is necessary.

2_7_The role of technology in education:

The benefits of implementing differentiation in education include improved effectiveness for students with a range of abilities, greater responsibility for their own learning, increased engagement, and reduced discipline problems. However, there are also some drawbacks, such as increased workload and a lack of professional development resources. According to [22],

differentiation can be reflected in various ways, including changes to the content, learning process, outcome, and classroom environment. However, students' readiness, interests, and learning profiles should also be taken into account. The TABLIO Project [21] has highlighted the importance of cooperation between stakeholders at the macro, meso, and micro levels. Organizational differentiation and educational differentiation are the two main types of differentiation, with the former encompassing strategies such as grouping and individualized programs, and the latter focusing on content, process, and product aspects within the classroom. Curriculum differentiation emphasizes the need to modify and match objectives and teaching methods to individual abilities, needs, and learning styles. Collaboration among stakeholders is necessary for effective differentiation, starting with policy makers and educators and extending to principals, teachers, students, parents, and classroom assistants. Organizational differentiation can help students with special needs to succeed, while educational differentiation involves taking into account both students' and teachers' needs and preferences. Content, process, and product-oriented differentiation can all be used to tailor education to individual learners. and meaningful. Students benefit from ICT integration as they are not limited to the curriculum and resources but engage in hands-on activities designed to stimulate their understanding of the subject. Teachers also benefit from ICT integration as they can design their lesson plans in an effective, creative, and interesting approach that results in active learning. ICTs are changing pedagogical approaches in the classroom, with their contribution to changes in teaching practices, school innovation, and community services being significant. Considerations regarding ICTs' impact on education should include student outcomes such as higher scores in school subjects and the learning of entirely new skills needed for a developing economy, teacher and classroom outcomes such as the development of teachers' technology skills and knowledge of new pedagogic approaches, and other outcomes such as increased innovativeness in schools and access of community members to adult education

and literacy. The emerging pedagogy of constructivism fits the use of ICT to increase student involvement in learning, contrasting with the traditional pedagogy that views learning as a transmission of knowledge to pupils.

2-8-The role of ICT in education:

Information and Communication Technology (ICT) plays a significant role in education, transforming the way students learn and teachers instruct. Here are some key roles that ICT plays in education:

Access to Information: ICT provides pupils and teachers with access to a vast amount of information and educational resources available on the internet. It enables them to explore various topics, conduct research, and gather relevant data from multiple sources, thereby enhancing the learning experience.

Interactive Learning: ICT offers interactive and engaging learning experiences through multimedia content, educational software, and online platforms. It enables students to learn at their own pace, access interactive simulations, virtual laboratories, and educational games, promoting active participation and deeper understanding of concepts.

Collaboration and Communication: ICT tools facilitate communication and collaboration among students, teachers, and experts across geographical boundaries. Online platforms, video conferencing, discussion forums, and social media enable students to interact, share ideas, and work together on projects, fostering teamwork and critical thinking skills.

Personalized Learning: ICT allows for personalized learning experiences tailored to individual students' needs and learning styles. Adaptive learning software, learning management systems, and

intelligent tutoring systems can provide personalized feedback, recommend suitable resources, and adapt instructional content to suit each student's progress and abilities.

Professional Development for Teachers: ICT offers professional development opportunities for teachers to enhance their teaching methods and keep up with new educational trends. Online courses, webinars, and educational platforms provide teachers with access to resources, lesson plans, and collaborative networks, enabling them to develop their skills and stay updated.

Administrative Efficiency: ICT streamlines administrative tasks, such as record-keeping, attendance tracking, grading, and scheduling. Learning management systems, online portals, and digital assessment tools automate and simplify administrative processes, allowing teachers to focus more on teaching and student support.

Distance Learning: ICT has played a crucial role in facilitating distance learning, especially during times of crises like the COVID-19 pandemic. Online platforms, video conferencing tools, and digital resources have enabled schools and universities to continue delivering education remotely, ensuring continuity of learning.

Digital Literacy: ICT helps develop digital literacy skills, which are essential for students to navigate the digital world effectively. By using various digital tools and platforms, students learn how to find, evaluate, and use information ethically, as well as develop critical thinking and problem-solving abilities in a technology-driven society.

Overall, ICT in education enhances access to information, promotes interactive and collaborative learning, personalizes instruction, improves administrative efficiency, facilitates distance learning, and fosters digital literacy skills, making it an integral part of modern education systems.

2-9-Convergence of Technology and Education :

The integration of technology in education has been driven by various internal and external factors since the 1980s. These factors include global economic competition, availability of facilities, teachers' willingness, students' attitudes, and policies from governmental and institutional contexts. The use of information and communication technology in the world economy has led to the introduction of technology in education to improve its effectiveness. Studies have shown that technology can contribute to learner autonomy, improved communication skills, positive study attitudes and motivation, and students' learning interests. The availability of necessary facilities, such as the internet and technological tools, has also contributed to the integration of technology in education. In addition, teachers' intrinsic motivation has influenced their use of technology in the classroom. Teachers play a crucial role in guiding students in the use of technological tools and preparing them for the future labor market in the globalization era. The convergence of teaching

With networked technologies is fundamentally reshaping and changing education, as teachers are required to expose students to technological tools to enhance their learning experience. Previous research (Alonso, 2019; Khamprem & Boonmoh, 2019; Taghizadeh & Hasani Yourdshahi, 2020) has indicated that teachers' willingness to integrate technology is a crucial factor in technology integration. For instance, Iranian language teachers expressed their readiness to participate in technology-based professional development programs, but lacked training courses on technology integration in young learners' classes (Taghizadeh & Hasani Yourdshahi, 2020). Meanwhile, Chilean teachers' adoption and assessment of digital tools were related to their pedagogical beliefs and evaluation (Alonso et al., 2019), and Thai teachers' willingness to integrate technology in classrooms depended on their needs (Khamprem & Boonmoh, 2019). In addition to teachers' willingness, students' status as "digital natives" has expanded the use of technology in education. Using technology in the classroom has become an effective educational approach to teach students

aged 18-21 who have grown up with technology as an integral part of their everyday lives (Prensky, 2001; Kannan & Munday, 2018; Petersen & Sachs, 2015).

Governmental and institutional policies have also impacted the implementation of ICT use in educational contexts (Buasuwan, 2018; Wiangsima & Boonmoh, 2018). In Thailand, the government has promoted the use of ICT in education, resulting in the implementation of CALL and MALL in Thai education contexts (Boonmoh et al., 2021). In Thailand, educational policies play a significant role in influencing teaching practice, as shown in previous studies (Goodman, 2017; Vungthong et al., 2017; Wiangsima & Boonmoh, 2018). The 12th National Economic and Social Development Plan (B.E. 2560–2564) requires teachers and educational personnel to adapt themselves to a paradigm shift in education management following the National Education Plan (B.E. 2560–2579), which supports a “one size fits all” concept (Saekhow & Cheewaviriyanon, 2021). As a result, institutional policies to promote the use of technology in classrooms have influenced school principals to support teachers’ use of technology (Goodman, 2017; Vungthong et al., 2017). According to Johnson and Germain-Froese (2016), the integration of networked technologies into classrooms has become widespread due to various factors. These technologies, including desktop computers, tablets, and laptops, have become essential teaching tools that facilitate interaction between learners, teachers, and learning resources (Goodyear, 2001; Johnson & Germain-Froese, 2016; Yang, 2007). Networked learning has been shown to promote autonomous learning among language students by connecting them with global resources (Kannan & Munday, 2018). However, the successful incorporation of these technologies into teaching requires positive attitudes from both students and teachers towards the use of technology. While many studies have explored students’ perceptions of technology use in classes, few have investigated teachers’ perceptions and use of technology, particularly in secondary

schools. Previous studies have examined teachers' perceptions regarding technology use in classrooms, often through surveys (Alonso et al., 2019; Liu et al., 2018; Taghizadeh & Hasani Yourdshahi, 2020; Uzunboylu & Ozdamli, 2011). For instance, Uzunboylu and Ozdamli's (2011) study focused on Cypriot teachers' perceptions of mobile learning, while Liu et al. (2018) investigated the relationship between Chinese language teachers' use of technology and their perceptions. Both studies found that teachers' perceptions affected their practices, and that factors such as technology's usefulness, ease of use, and facilitating conditions were significant predictors of teachers' use of technology in classrooms. Alonso . (2019) investigated the perceptions of Chilean teachers regarding the integration of technology in evaluation processes, while Taghizadeh and Hasani Yourdshahi (2020) examined Iranian English teachers' attitudes, knowledge, use, and challenges in integrating technological tools into language classes. These studies highlight that negative pedagogical beliefs and lack of pedagogical and technological knowledge were barriers to technology integration in classrooms. While most studies have focused on teachers' perceptions of technology use in classes through survey research, it is important to note that surveys have limitations in capturing contextual factors related to technology use. Furthermore, teachers' perceptions influence their practices, but not all teachers who have positive attitudes towards technology use it in their classes. Some may face limitations such as limited facilities or time, or may not take advantage of technology's full potential. It is important to explore teachers' perceptions, use, and surrounding factors to better understand technology integration in classrooms. While various types of studies can provide information about how teachers use technology in different contexts, questionnaire-based studies have limitations, such as the inability to explore reasons behind technology use choices. Although a well-designed questionnaire can offer in-depth insights, it requires anticipating responses. In contrast, semi-structured interviews provide flexibility and the opportunity to probe further. Therefore, an in-depth interview method

along with observation was adopted to explain the integration of technology in Thai secondary schools. Budget allocation for school facilities in Thailand is based on school size, which may affect technology integration by teachers. Previous studies have shown that school facilities influence teachers' perceptions and use of technology in classrooms, but research related to small- and medium-sized schools in Thailand is limited. Therefore, investigating the impact of school size on technology adoption in Thai secondary schools is necessary.

2-10-Mobile learning :

Mobile technologies are portable and handheld devices that are used in daily life ,such as, computers, mobile phones , tablets ...etc).These technologies are used by a large number of people in the different spheres of life and for variety of purposes and objectives .However modern times mobile technologies have been integrated in education contexts . According to UNESCO (2013), “mobile phones, tablet computers, e-readers, portable audio players, and handheld gaming consoles” are the instruments that enable mobile learning and teaching. Therefore,Mobile learning is regarding as a teaching and learning material both within and beyond the classroom. According to Lan and Sie (2010) , mobile learning (M.Learning) is a type of educational technology that enables students to access knowledge and educational resources at any time and from any location through the use of mobile technologies .Mobile learning is a new emerging technology in education ,there have been numerous attempts to describe this idea as a result of the inclusion of mobile in the learning process. Digital learning assets, commonly referred to as m-learning or mobile learning, encompass any type of content or media that is made available on a personal device. Most academics and educators consider mobile learning to be directly related to e-learning. For instance, Pinkwart et al. (2003) define e-learning as “learning supported by digital “electronic” tools and media,” and by analogy, “e-learning that uses mobile devices and wireless transmission” is what is

meant by “mobile learning.” According to many definitions, mobile learning is an extension of electronic learning. For example, Quinn 2000 defines M-learning as e-learning via mobile devices. In a similar vein, m-learning is frequently described as the point at which e-learning and mobile computing converge to offer a learning experience based on the anytime, anywhere concept ‘m-learning can occur anytime, anywhere, according to Kadirire (2009). A compact digital portable device that a person regularly carries, has dependable connectivity, and can fit in a pocket or purse is the mediating device for any activity known as m-learning, which is defined as any attempt that enables people to be more productive when consuming, interacting with, or creating information (Wexler et al, 2008). According to Sanchez-Prieto et al. (2016), m-learning is a type of education that is closely related to e-learning and is a part of the independent typology, where teaching and learning activities can take place in an electronic environment. According to Kothamasu (2010), m-learning is simply learning using a mobile device. The key difference is that M.Learning only pertains to small, portable technological tools, but e-learning makes use of all available learning and teaching technologies, including mobile learning tools. Applications for mobile learning typically connect with users through e-learning means. Yamamoto (2013) successfully surrounded all aspects of mobile learning in her definition. She sees mobile learning as a way to convey enlightenment “without breaking away from life” as well as a way to provide learners with the necessary information that is accessible to them without any barriers. Whether they are correctly incorporated into the current system or if the system goes through some significant adjustments to be fit for the use of this technology, mobile learning technologies have a bright future. For the advantage of the learners, the integration of m-learning necessitates delicate pedagogical design. The user should prepare their learning activities in advance to make the most of the applications offered by m-learning technologies. Kothamasu (2010) asserts that m-learning

can boost flexibility and create new opportunities for teachers and students inside the classroom by extending teaching and learning outside of typical classroom settings.

2-11-Mobile learning vs traditional learning:

The traditional learning systems is a typical face-to-face learning interactions . Learning is conducted in a synchronous environment, meaning that pupils must be in the same place at the same time in order to learn, it has significant drawbacks in which they are restricted in to desks, whiteboards, classrooms, lecture theatre and other equipment. Where they may provide uncomfortable and inflexible learning facilities . M-learning is the use of technology to allow people to get knowledge and learn about any subject at any time and in many different locations ,it is provided through electronic devices such as computers, tablets and even mobile phones that are connected to the internet. Learning through mobile devices compared to traditional learning includes advantages such as: flexibility, collaboration, motivation, accessibility and portability .Due to their portability and flexibility, these mobile devices enable teachers to meet the requirements of all children and accommodate school schedules and teacher needs (Klopfer, Sheldon, Perry, & Chen, 2012). (Jones & Jo, 2004). Moreover, mobile game-based learning encourages motivation in a mixed reality setting and allows for immersion (Schwabe & Göth, 2005). However, the main drawback of M-learning approach is that it bounds itself to the location of personal computers or laptops which has a negative impact of the E-learning usability

2_11_Mobile learning examples.

2_11_1_ computer: a computer is a device used for computation, an electronic machine that performs quick, frequently complex calculations or compiles, correlates, and chooses data using stored information and instructions. (Webster's 2018 edition). In accordance with this definition, a

computer is “an electronic device for storing and processing data, often in binary form, in accordance with directives supplied to it in a variable program” (Oxford Dictionaries, 2018).

2_11_2_ Tablet: A tablet is a mobile computer that has a flat, rectangular shape similar to a magazine or pad of paper and is typically operated via touch screen technology. Also, it is frequently used for accessing the Internet, view videos, play games, read electronic books, etc (Webster Dictionary, 2018). In addition, tablets are a relatively new addition to the extensive list of technological innovations that support and improve the learning and teaching process, in addition to smart mobile devices. Also, this technology can be used by teachers as a teaching tool.

2-12- Mobile learning benefits:

Integrating M-learning system in education encourages efficient methods for pupils to learn . In fact , these technologies – particularly mobile technologies help pupils advance and improve their learning both inside and outside of the classroom. One of the main advantages of M-learning technology is its potential to increase pupil productivity by making knowledge and learning resources available wherever and whenever they are needed (at their own pace and speed). It makes it possible for pupils to engage in educational activities outside of the usual time and place constraints.M-learning encourages performance by improving information availability, which can directly affect pupils’ performance in a learning environment and advance their education.in addition,M-learning enhance the interaction and supports the direct communication between pupils and their teachers as well as their peers.For example: The use of digital games in the education require standardized curriculum that encourage competitiveness, success, and reward systems (Kapp, 2012).In the same vein, Digital games encourage teamwork , communication , problem – solving , experimentation , and the development of identities (Loh et al . , 2015 ; Zheng & Zhou , 2006 ; Fleming & Wood , 2001. At Last but not least, m-learning is self-motivated, self-disciplined,

and promotes studying without wasting time and studying anytime, anywhere. In addition, Mobile learning can improve learning in the classroom. Access to information, data recording, and podcast creation are some of the helpful features (Chartrand, 2007). Moreover, Attewell (2005), (2009). Proposes the advantages that mobile learning might have, Mobile learning integration can improve student communication abilities.

_ Mobile learning helps student to be able to focus for extended periods of time.

_ Mobile learning promotes both independent and collaborative learning experience.

_ Mobile learning can help to raise self-esteem and improve self confidence. (Attewell, 2005).

_ Mobile learning offers flexibility

_ Mobile learning makes the learning process more interesting, more enjoyable, and more attractive to learners

_ Mobile learning can enhance the speed and quality of assessment during learning.

_ Mobile learning can enhance students' focus, attention, and behavior. Attewell et al. (2009)

_ Mobile learning could provide technological

2-13-Advantages of using tablets as a mobile learning tool in education.

Many experts and scholars believed that blending tablets in learning activities can really foster the process of learning. In light of this, it is possible to consider tablets to be a form of active learning that applies constructivist concepts (Bellefeuille, 2006). Pupils may now independently research information using these tablets, which allows them to create their own expertise. Tablets empower pupils to generate and acquire their own information, as opposed to copying their teachers'

behavior and subject matter . since it is more practical than using the computer; even more, not all pupils can occupy themselves with the computer. The flexibility of tablets enable the pupils to exploit all the benefits it may have in accordance to the learning activities. Additionally, the fact that tablets is low cost, small sized, easy to handle and fast really add the necessity of employing it in the learning process. The innovations of tablets have the potential to turn the learning process in favor of students, as students' ability to access the internet through their devices, result in valuable educational opportunities for them in a variety of ways. Tablets have the benefit of enabling personalized learning (Shuler, Winters, & West, 2012). It's not only allow pupils to learn interactively across various devices, but they also offer a range of ways and opportunities for pupils to learn independently and educate themselves in their own style. Mobile learning applications provide connections to interactive content and social networks at all times of the day and night, allowing teachers and pupils to learn inside and outside of the classroom and more efficiently manage their time. Realizing all the advantages a tablet can bring, learning process especially English language learning should make a good use of all those advantages. Teachers now are no longer depending on several textbooks in order to be able to transfer knowledge to the pupils. Moreover, Teachers can creatively design the material from various information they can get combined with available applications installed in the tablet in an attempt of making the learning process more interesting, As it has been demonstrated, one of the things that can increase pupils' motivation to learn is the variety and attractiveness of the instructional materials. In addition, the broad opportunity for the pupils to take the advantage of tablet is widely opened. As teachers no longer require piles of books to get the teaching materials, pupils can experience this likewise. Hence, To support the learning process, a variety of learning resources are accessible. Moreover, learning through tablet devices can facilitate the pupils to be the independent learners. Since the nature of the learning process is private, the responsibilities to control and, at the same time,

measure the quality of learning, rely on their shoulders. This also includes the process of setting the learning goals and evaluating the result. Through the use of tablet , students are also triggered to be creative as the facilities to be so are supported by the integration of many applications. Further, students are the master of their individual device, the control of the utilization of tablet relies on themselves. By doing this, the pupils' high order thinking skill also improve , it can be clearly concluded that the blending of tablets in our educational system is crucial. With all of those advantages the use of tablets may offer, learning process can always be facilitated regardless the situation, distance and time

2-14-Disadvantages of using tablets.

Although several researchers demonstrate the importance of using tablets in the learning process , there is a certain barriers and disadvantages in the acceptance of this Technology.

Designing and developing of tablets applications is considered as a challenging task that needs professional skills and strategies. Another difficult issue is the necessity for careful planning and mixing of pedagogy, technology, and context in accordance with the demands of each individual. Furthermore, some technical difficulties may occur in the course of instruction, such as network failures , individual pupils experiencing hardware issues and necessitating the instructor's troubleshooting and instruction of those pupils individually on how to handle problems. Moreover, When using tablets in the classroom, it takes a lot of time for the instructors to prepare the lessons, get familiar with the hardware before the classes start, distribute the devices to pupils, and then collect the devices at the end of the lesson. Another issue is how much time is spent instructing the pupil in using tablet during class.

In addition, some teachers believe that pupils are becoming alienated and distracted in the classroom because they spend too much time on digital devices. In this view, Flanagan (2016) claims that professors had unfavorable opinions of learners' use of tablets since they engaged in distracting behavior. They think that language learners ought to engage in social interaction-promoting group activities in the classroom. Also, a learner's actions may divert the attention of the teacher. The classroom management is generally hampered by this behavior (Tindell & Bohlander, 2012). Additionally, the use of tablets may present possibilities for pupils to engage in cheating. If there is no monitoring system in place to catch cheating.

2-15-Tablets in primary classrooms

Tablet electronic devices have become increasingly popular in primary classrooms as a tool for learning and engagement. These devices offer a wide range of benefits to students, from interactive learning experiences to individualised instruction (Montrieux and al, 2015).

One of the most significant advantages of using tablets in primary classrooms is the ability to provide interactive learning experiences. Tablets allow pupils to engage with educational content in a variety of ways, including videos, games, and simulations. This interactive approach can help keep pupils engaged and interested in the material, leading to increased retention and understanding.

In addition to interactive learning experiences, tablets also offer the opportunity for individualised instruction. With the use of educational apps, teachers can tailor instruction to meet the unique needs and abilities of each pupil. This personalised approach can help ensure that all students are challenged and supported in their learning.

Another benefit of using tablets in primary classrooms is the portability and versatility that they offer. Tablets can be easily transported between classrooms and even between home and school, allowing for seamless integration of technology into the learning process. Additionally, tablets can be used for a variety of educational purposes, from reading and writing to math and science.

Despite the many benefits of using tablets in primary classrooms, there are also some potential drawbacks to consider. For example, the use of tablets may lead to increased screen time for pupils, which can have negative effects on their health and well-being. Additionally, there is a risk of distraction and misuse of the devices if pupils are not properly supervised.

Overall, tablet electronic devices can be a valuable tool for students in primary classrooms. By providing interactive learning experiences, personalised instruction, portability, and versatility, tablets can help enhance the learning process and prepare pupils for future success. However, it is important for teachers and educators to carefully consider the potential risks and drawbacks before implementing tablets in the classroom.

2-16-Definition of Tablets:

Tablets are a type of portable computer that are designed to be used with a touchscreen interface. They are typically rectangular in shape and have a flat, thin profile that makes them easy to carry around. Tablets are often used for a variety of tasks, including browsing the internet, reading e-books, playing games, and watching videos.

The defining feature of tablets is their touchscreen interface, which allows users to interact with the device using their fingers or a stylus. This makes them ideal for tasks that require a high degree of interactivity, such as browsing websites or playing games.

Tablets also typically have a long battery life and are designed to be lightweight and portable. This makes them a popular choice for people who need a device that they can take with them on the go, whether they are traveling or simply moving from room to room in their home.

In terms of hardware, tablets typically have a processor, memory, storage, and a display. Many tablets also have cameras and speakers, which allow users to take photos and videos, as well as listen to music and other audio content.

Overall, tablets are a versatile and convenient type of computer that have become increasingly popular in recent years. Whether you are looking for a device to help you stay connected on the go or simply want a more portable way to browse the internet and play games, a tablet may be the perfect choice for you.

2-17-Types of tablets

Many tablet types due to their portability and convenience, tablets are portable computers that have grown in popularity throughout time. There are many different tablet varieties, each with special characteristics and advantages.

The standard tablet is the first kind; it typically has a sizable touch screen display and runs a mobile operating system like iOS or Android. These tablets are perfect for playing games, watching videos, and exploring the internet. Additionally, a variety of programmes that may be downloaded through app stores are available to them.

The 2-in-1 or hybrid tablet, which combines the features of a laptop and a tablet, is another form of tablet. The removable keyboard on these devices often enables users to change between tablet

and laptop mode. They are perfect for people who demand a device that can handle multitasking and productivity applications and need to conduct more than simply simple chores.

There are also tough tablets, which are made for usage in abrasive settings like factories or construction sites. These tablets are perfect for usage in industrial settings because they are made to handle high temperatures, shocks, and vibrations.

E-readers are specialised tablets created particularly for reading books and other digital content, and they are the final option. These gadgets often use e-ink displays, which are more comfortable for the eyes than conventional LCD ones. They are perfect for reading while on the road because they are lightweight and have a long battery life.

In summary, There are numerous tablet options, each with special features and advantages. There is a tablet out there to suit your demands, whether you're searching for a gadget for internet browsing, productivity, or reading.

2-18-Features of Tablets:

Tablets are versatile and portable computer devices thanks to a variety of features. The following are some of a tablet's main attributes:

Tablets use touch-sensitive screens as their primary input and display medium. With this interface, users can operate the gadget with their fingers, a stylus, or other input devices. Because of the touchscreen's simplicity and intuitiveness, it can be used by people of different ages and technical abilities.

Size and Weight: Tablets are made to be portable and light in weight. Compared to laptops, they are often lighter and slimmer, making them easier to carry. Tablets come in a variety of sizes and weights, some of which are built for optimal portability and others that are more substantial.

Greater processing power.

Battery Life: Tablets are made with long-lasting batteries and energy-efficient hardware. As a result, customers can use the device for longer periods of time without having to recharge. Depending on the model, battery life might vary, with some devices delivering up to 10 hours of battery life on a single charge.

Processing Speed: The processing speed of tablets varies based on the model. While some models are made for simple tasks like web browsing and email, others are made for harder ones like video editing and gaming. Commonly, processing speed is expressed in gigahertz (GHz) or cores.

Tablets include many different connectivity choices, such as Wi-Fi, Bluetooth, and cellular data. This enables users to obtain and maintain connectivity while on the move. Everywhere there is access to the internet The ability to track one's whereabouts is also incorporated into some tablets.

Storage Capacity: The storage capacities of tablets range from 16 GB to 512 GB or more. Consequently, users can keep documents, films, music, and other data on the gadget. Micro SD cards and other expandable storage solutions are available on some tablets, enabling users to enhance their storage capacity.

Camera: Pictures and videos can be taken using the cameras that are built into tablets. The quality of the camera varies depending on the model, with some having excellent cameras that may

compete with those found in specialist digital cameras. Tablets are convenient for recording memories and significant moments because of this feature.

Different operating systems, including Apple's iOS and Google's Android, are supported by tablets.

Microsoft's Windows or Google's Android The operating system has an impact on the user interface, the availability of apps, and device compatibility. Every operating system has a different set of features and advantages.

Apps: Tablets can access a wide variety of apps thanks to app stores like the Apple App Store and the Google Play Store. Apps can be used for communication, entertainment, productivity, and other purposes. One of the important elements that contributes to tablets' adaptability is the availability of apps.

2_19_Conclusion

The literature review summarizes the role of technology in EFL classes and the importance of using tablets in EFL courses. These little devices may introduce novel concepts into the learning process, necessitating effective use of them as teaching aids in language classrooms. Thus, the use of tablets in the learning process results in new pedagogical changes, which in turn create new pedagogical roles. The purpose of this chapter is to introduce the impact of using tablets as a mobile learning tool on second/foreign language learning in the classroom. Moreover, this chapter focus on the impact of using tablets in learning English language , where students can use several useful applications to better themselves. The case study, the research tools that are used by researchers, the main research findings derived from each tool, as well as their analysis and discussion and after their interpretation in relation to the research questions and hypothesis formulated previously, are all covered in the following chapter.

Chapter three:

Research Methodology

3_1_Introduction

The purpose of the current chapter is to provide a thorough explanation of the research methodology used in the current study, which examines how using tablets in EFL primary classrooms effects the learners achievement. This chapter goes into further detail on the research Methodology and procedures used, the data collection tools used, the study environment, the study context and participants. The research design, research approach, and data analysis methods employed are all thoroughly detailed in this chapter's section on research methodology and procedures.

3_2_Research Design:

According to Kothari (2004), the research design is the conceptual framework for the study and serves as the manual for data collection, measurement, and analysis. A research design is a plan, structure, and strategy of investigation that is created with the goal of finding solutions to research questions or issues, according to Kerlinger (1986)

3_3_Research Methodology:

Kothari (2004) defines research Methodology as a plan, structure, and strategy for conducting research to identify alternative instruments for solving problems and reducing variations.”. Thus, the aim of this research is to invistigate the impact of using tablets on EFL pupils learning achievement using both qualitative and quantitative methods which help to gather more reliable and valid results.

3_4_Research methods.

In this study ,the researchers accompanied the mixed _method approach to collect data, which are the interview and the quastionaire .The purpose for selecting the combined techniques approaches

lies in the back of the thought that it helps the researcher to gain extra specified facts to gather each numeric statistics and textual content data; and it additionally presents a greater entire understanding than either an method alone . Thus, using both qualitative and quantitative approaches help to gather more reliability and validity of the results. The quantitative method is used via a questionnaire for pupils and qualitative approach is used through an interview addressed for instructors to answer the preceding hypothesis about investigating the effects of using tablets in EFL primary classrooms.

3_4_1_ Quantitative method

Pritha Bhandari (June 12th, 2020) defined quantitative method as the process of collecting, analyzing, numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. It is widely used in the natural and social sciences. In this study we use the questionnaire for 3rd year primary school pupils to investigate the impact of integrating tablets in EFL primary classrooms; by doing the statistics and knowing the percentage of pupils that are satisfied about the use of tablets, and those who aren't satisfied about their use .

3_4_2_ Qualitative method

According to Pritha Bhandari (June 12th analyzing month, 2020) qualitative research involves gathering and numerical data (e.g. text, audio or video) to understand concepts, opinions or experiences .it can be used to gather in depth insights into a problem or generate new ideas for research . Qualitative research is commonly used in the humanities, and social sciences ,in subjects such as anthropology , sociology, education, health sciences, and history. The tool which is used to collect data in this method is the interview for teachers to investigate the importance and value of integrating tablets ,and its reflection on pupils and teachers

3_5_population and Samples

Sample the participants in this research were a combination of 3rd year EFL pupils and teachers of English; this part is devoted for the description of the informant. According to researchers, a population is a crew of human beings or objects that are the focal factor and hobby of research, from which samples can be obtained. On the one – of – a – kind hand , a pattern is a factor of a populace that represents the features of the population (Kabir , 2016) .

3_5_1_Teacher’s profile

In this study ,the sample included the English teachers from Quedery Filali Mohamed and Ahmed Allili primary school , tow (2) teachers from language studies who responded to the interview. The main aim of dealing with EFL teachers is to give their points of view concerning the use of tablets in EFL classrooms.

3_5_2_Student’s profile:

This study concerns third year EFL pupils, they were studying English as foreign language at primary schools in khemis Miliana .For this study fifty eight (58) pupils were chosen randomly for the aim of this study , thirty one students are from Quedri Fillali Mohamed primary school, and the remaining (27 pupils) are from primary of Ahmad Alili , all of them Arabic natives and their ages range from 8 to 9 years . The selection of such population was based on the consideration that the third year primary classroom is the only one concerned with studying English as a foreign language in primary school this year.

3_6_Data collection procedures

Data collection is one of the most significant step in conductin g a research which is also one of the most challenging tasks. There are different data collection instrument, however in this work the researchers work with two instruments; a questionnaire that was addressed to the 3rd year EFL

primary classroom to 58 pupils divided by two primary schools, and an interview with EFL teachers. As suggested by Creswell (2012) ,using questionnaire and interview as the instrument of the research belongs to the key characteristics of survey design . The learners received detailed instructions on how to complete the questionnaire. A great deal of attention was taken to make sure that the participants could understand all instructions and processes related to data collection.Due to the fact that it was distributed to pupils in various classrooms with the goal of gathering thorough and varied information, the questionnaire took more than three hours to complete .The researchers translated the questions in Arabic so that the pupils could understand and answer the questions given to them. However , for the interview teachers Two independent methods—taking notes and audio recording—were employed to collect thorough and accurate data from the interviews. In order to prevent any important data from being overlooked or lost during the collection process, these strategies were used. The notes were carefully recorded in a systematic and orderly manner, and audio recordings were created to completely capture spoken comments and debates. The audio recordings for the interviewees ranged in length from 8 to 12minutes. It was important to organize interviews with teachers during their free time so as not to interfere with their lessons, which resulted in the interview process taking longer than two hours .The purpose of using more than one instrument of research is to gather different information from many sources and study the problem from different perspectives .

3_6_1_Questionnaire

A questionnaire is a tool used to collect data that includes a list of questions relevant to a single topic, for example. The questionnaire is described as follows by Richard (2005:60): One of the most popular tools used is the questionnaire. They can be used with a wide range of subjects, they can be relatively easily prepared, they can gather data that is relatively simple to collect and analyse, and they can be used to elicit information about a wide range of topics, including language

use, communication difficulties, preferred learning styles, preferred classroom activities, and attitudes . According to (Judd, Smith, & Kidder, 1991) there are several advantages concerning the use of the questionnaire among them.

The fact that a lot of people can be asked to respond, The large number of people who can be asked to respond, and the simplicity of data coding and analysis for interpretation of the results, and the flexibility of time given to the respondent. Moreover, The ability to directly link research questions and survey results.

3_6_2 Interview

Creswell (2012) states that a qualitative interview takes place when a researcher asks one or increased contributors in general, open-ended questions, and documents their answers. Questions of the interview are adjusted toward teachers of third year primary schools in Khemis Miliana ,the participants will be two teachers selected from two different primary schools which are Quedri Fillali Mohamed and Ahmed Allili;to gather data on investigating the impact of using tablets in EFL primary classrooms.the number of questions is seven.the objective of this interview is to investigate the impact of using tablets in EFL primary classrooms to both teachers and pupils.

3_7_Conclusion

This chapter includes a summary of the research methodology that was employed to examine how using tablets impact primary EFL learners . The study employed a mixed-method approach that included both quantitative and qualitative data collection techniques. 58 third-year pupils, two English teachers made up the study’s participants. The study employed a questionnaire to gather precise, quantifiable information from pupils an interview to obtain in-depth, individualized comments from teachers about how they deal with using tablets in the classrooms.the participants could easily understand the data collecting processes, and measures were made to guarantee the reliability and correctness of the data gathered. The quantitative data from the questionnaire was analyzed using descriptive statistics, and the qualitative data from the interviews was analyzed using a thematic analysis.

Chapter four:

Findings and discussions

4_1_Introduction

This phase concentrate on outcomes analysis and elucidation. The questionnaire for pupils and interview for teachers were the data collection procedures approved to gather answers to the research questions. The details was collected, examine, elucidate,and discussed in this portion. The first step was to offer and value questionnaire. Graphs, pie charts, and tables are used to present the results they are enumerated, denominated, and maintained by the relevant analysis. the second step was to analyze the results of interviews; to resolve the investigation of using tablets in EFL primary classrooms.

4_2_data analysis**4_3_1_ pupils questionnaire**

First of all, the questions was asked to the pupils in Arabic and it was translated to English to serve this studied subject. The results were as follows:

. 1_Age:

This question is asked to look at the different age groups of the students in order to know if they are mature enough to be aware about the use of Tablets.

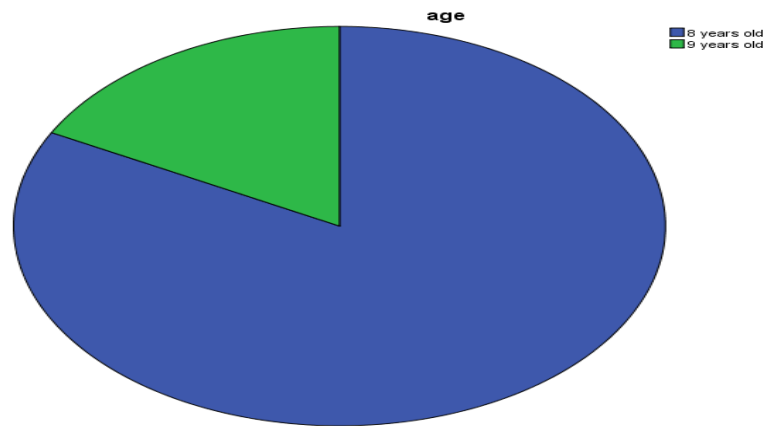


Figure 1: expressing the different age groups.

The results show that there are two age Groups ,the first group includes 48 (82,8%)who are 8 years old ,while the second age group includes 10(17,2%) who are 9 years old.

2_Gender

	Options	Percentage
male	20	34,5
female	38	65,5
Total	58	100,0

Table 01: Gender of the learners

The table above reveal that the majority of the group are females,in fact the examiners have recorded 38(65.5%) female and 20(34.5%) male subjects.

3_. Do you use tablets in your English class?

This question aims to investigate if students use tablets in their English learning ,Their responses are manifested in the following pie chart.

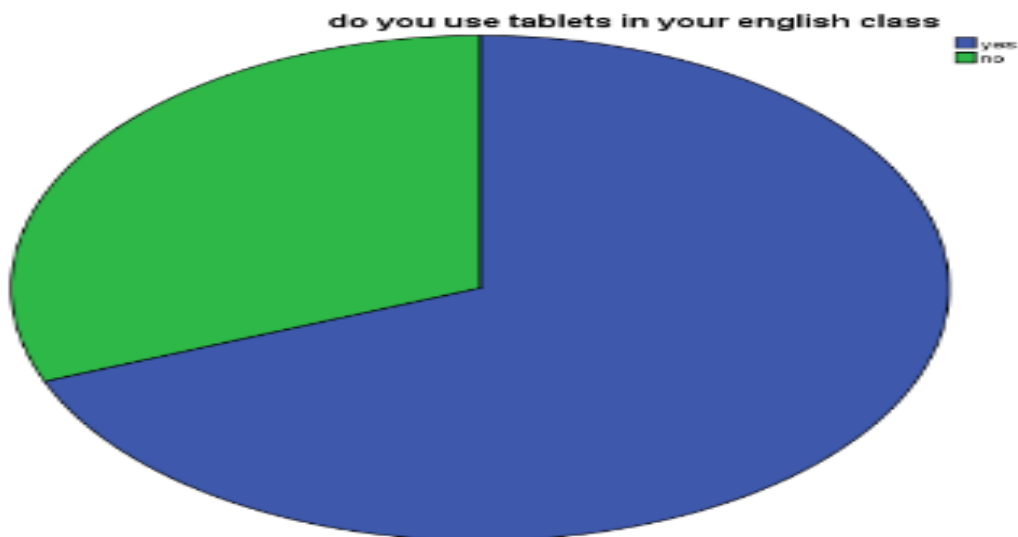


Figure 02:the use of Tablets in the classroom

According to the pie chart 40(69%) of the learners that we asked are using tablets in their learning , although 18(31%)of learners said no .because of the lack of tablets.

4_if yes, how often do you use the tablet in your English class?

This question aim to know how students are often use tablets in their daily learning process.

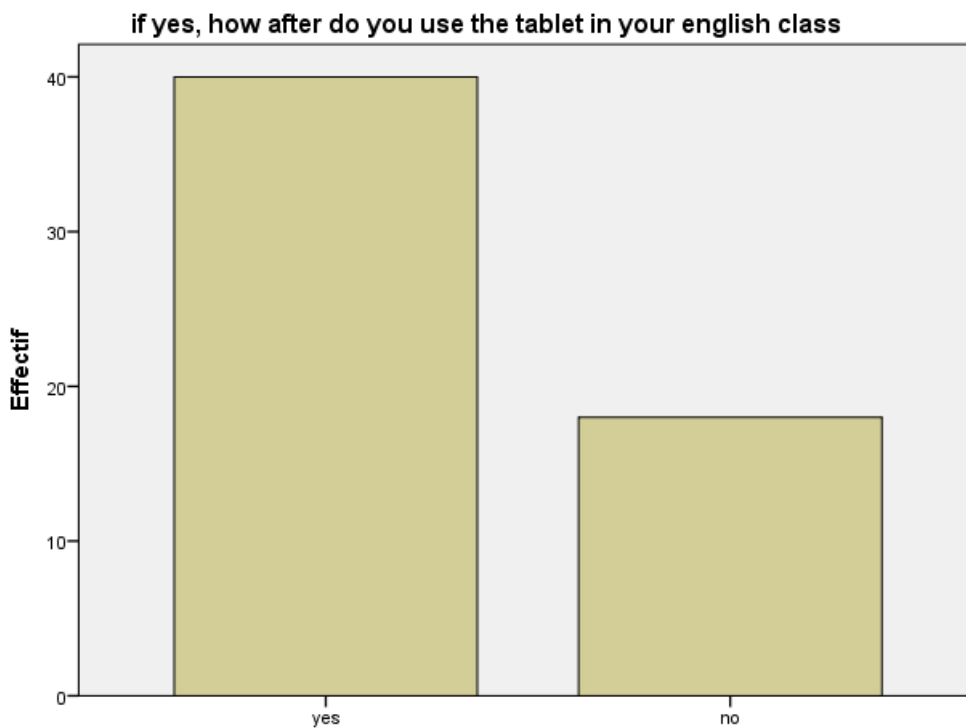


Figure 03: the percentage of the use of tablet in the English classroom.

The graphic columns above indicate that the majority of the participants 40(69%) use tablets every class in the learning process.and 18(31%) state that they use tablet just sometimes .

5. How satisfied are you with using tablets in your English class?

This question intent to know the student's level of English when using tablet.the following table presented the results.

Table02: satisfaction of students with the use of tablets in the class.

	Options	Percentage
satisfied	30	51,7
not satisfied	5	8,6
neutral	8	13,8
very satisfied	15	25,9
Total	58	100,0

The investigators notice that the highest percentage of students is 30 (51,7%) claims that their level of English when using tablet in the learning process is satisfied.some others 8(13,8%) show that they are neutral ,others 15(25%,9) of students say the they are very satisfied ,while some of them 5 (8,6%) indicate that they are unsatisfied when using tablet.and nobody indicate that he /she is very unsatisfied with using tablet in English class.

6. What English language skills do you think using tablets can help you develop?

This question attempts to know which language skills that students aquire by using tablets in their English class.

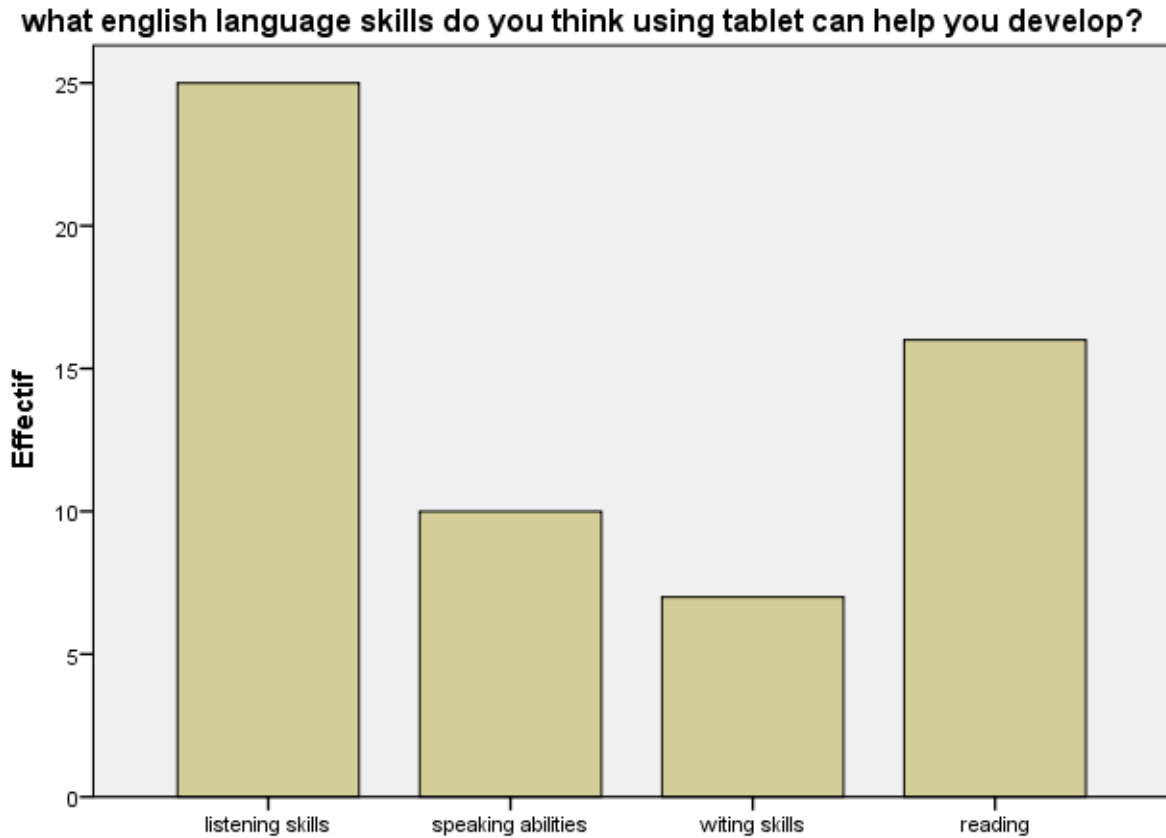


Figure 04:language skills that students acquire through the use of Tablets.

As depicted in the Graphic columns, a notable proportion of learners, specifically 25(43,1%)indicate that listening skill is the most developed skill when using tablet.10(17,2)of them declare that using tablets help them to develop their speaking abilities.another 16(27,6%) said reading skill . while 7(12,1%)state that their writing skills is developed when using tablets.

7_ What types of English language activities do you enjoy doing on the tablet?

This question was asked to figure out what types of English language activities that students enjoy when using their tablets . Their responses are manifested in the following pie chart

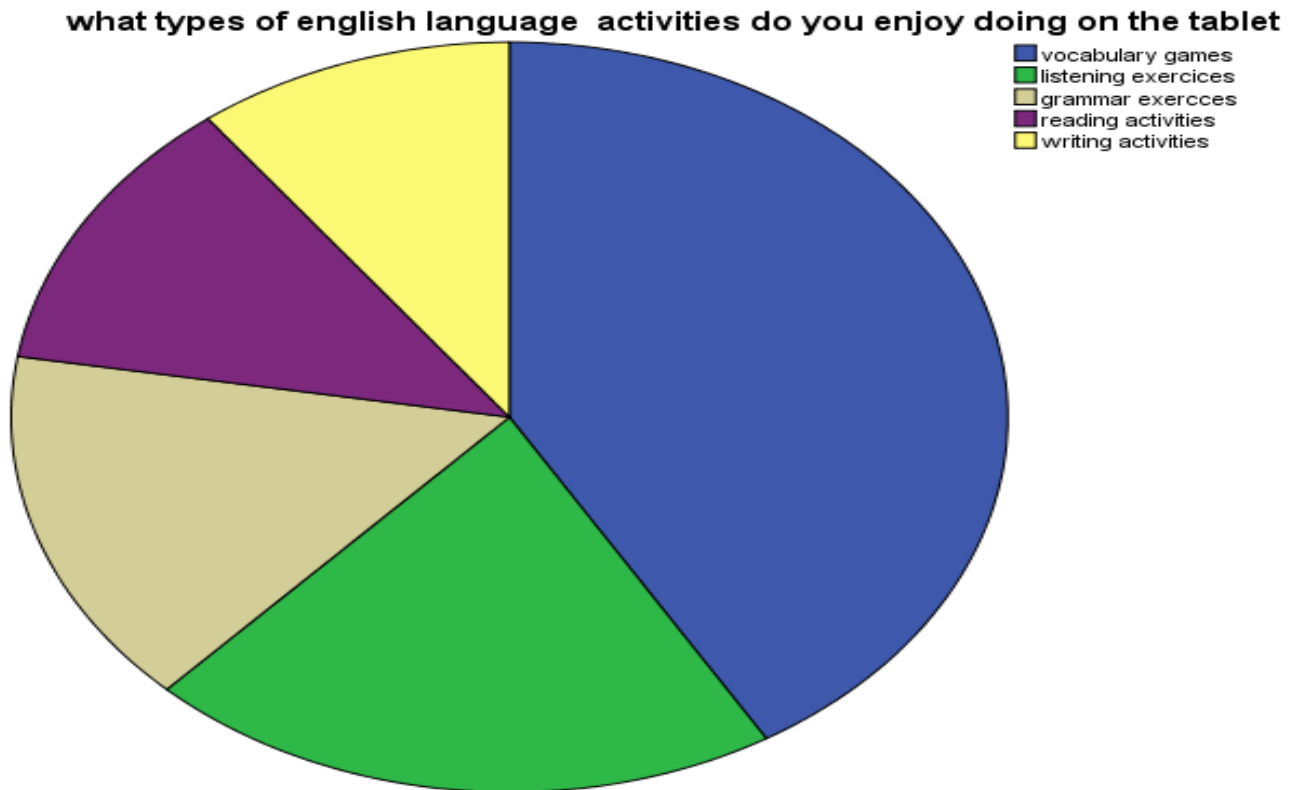


Figure05:types of English language activities that students enjoy doing on the tablet.

According to the information shown in the previous pie chart, the highest proportion of learners, comprising 24 (41,4 %) indicate that vocabulary games is the most entertaining activities when using a tablet. In addition, 12(20,7%) stated that they enjoy learning the language through listening exercises , while 9(15,5%) preferred grammar exercises, and another 7(12,1%)said that they enjoying reading activities.The remaining 6(10,3%) reported that they preferred writing activities.

8. What type of feedback do you find most helpful when using the tablet for English language learning?

The aim behind this question is to Recognize the different types of feedback that learners find it helpful in the learning process when using tablets.the day presented in the following table.

	Options	Percentage
visual feedback	35	60,3
audio feedback	13	22,4
writing feedback	10	17,2
Total	58	100,0

Table 03:types of feedbacks that learners find it helpful in the learning process.

The results above proved that most of the participants 35 (60,3%) indicate that visual feedback is the most helpful feedback. Because they think that graphs, charts, and lessons being depicted pictorially, it is easier to retain information while learning and reduce self-focused attention in some patients.others 13 (22,4%) claims that audio feedback is more helpful .in the other hand some of them 10(17,2%)said that writing feedback is the helpful one for them.

9. Please rate your confidence level in using tablets for English language learning on a scale from 1 to 5, where 1 is very unconfident and 5 is very confident. The results presented in the following pie chart:

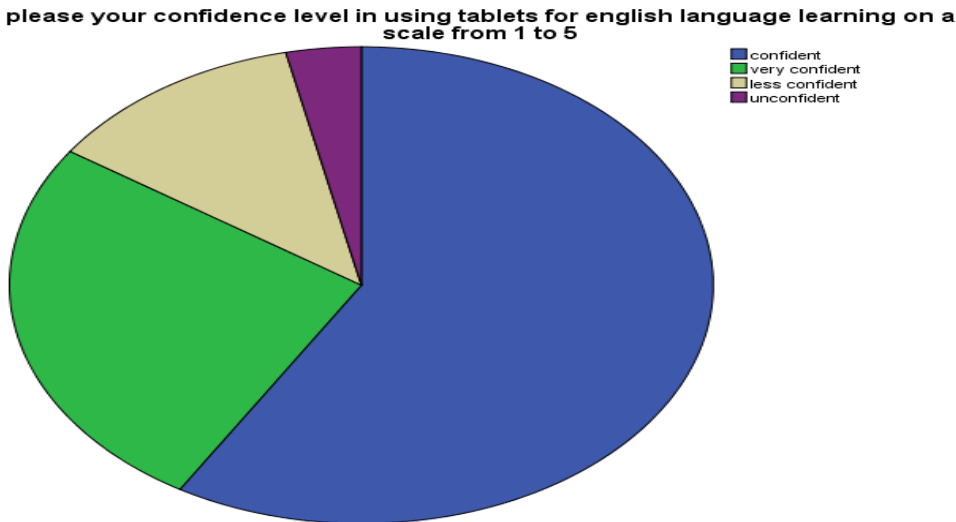


Figure 06:conveying whether students are confident when using tablets in language learning or not .

The aim of this question is to know whether students are confident if they use tablets in their language learning or not.the results show that the majority of the students 34(58.6%) are confident to use tablet .and 15(25.9%) state that they are very confident ,while 7(12.1%) are less confident whereas 2(3.4%) claims that they are unconfident.but none of them said that he/she is very unconfident.

10_ To what extent do you agree with the following statement: Using tablets in English class helps me learn English more effectively.the table reveals the results

	Options	Percentage
Strongly agree	43	74,1
neutral	9	15,5
disagree	6	10,3
Total	58	100,0

Table 04: students opinion about the importance and effectiveness of using tablets in their learning

The main purpose of this question is to find out the students' opinion about the importance and effectiveness of using tablets in their learning of English as a foreign language. Their responses are manifested in the previous table. The statistical data highlights that the majority of students 43 (74.1%) were strongly agree that using tablets is effective in learning English. and some of them 9 (15.5 %) were neutral, and the minority of the students 6 (10.3%) indicate that they are disagree with the use of using tablets in primary classrooms because they prefer the traditional method of learning. and none of them indicate that they are strongly disagree with it.

11_Do you have access to a tablet at home?

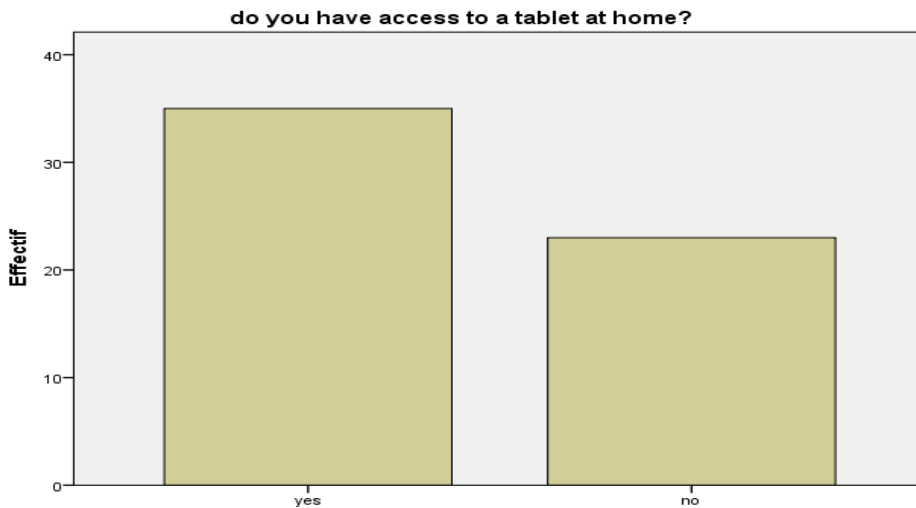


Figure 07: the rate of Tablet usage during home.

The reason behind asking this question is to know the rate of tablet usage during home, the results show that the majority 35 (60,3%) of students works with their tablets outside the classrooms, while the rest 23 (39,7%) students claimed that they haven't work with tablets yet.

12_ Have you received any training on how to use the tablet for English language learning

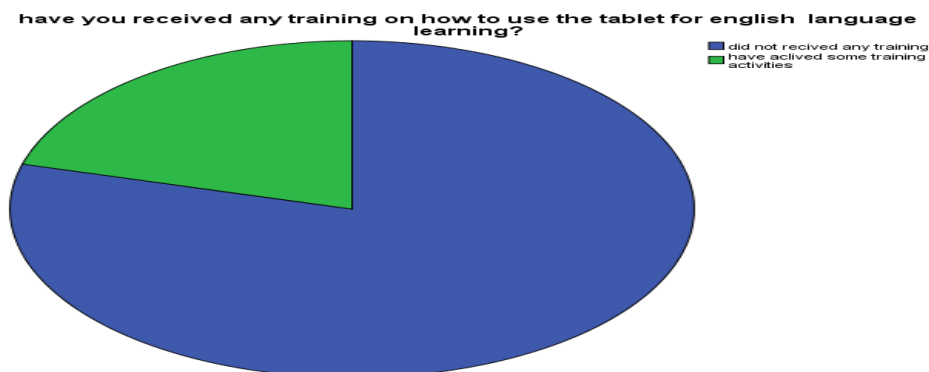


Figure 08: discover if students have received any training on how to use the tablet for English language learning.

The results show that the majority 46 (79,3%) of the students did not received any training on how to use tablet for English learning. While the minority of the participants 12 (20,7%) said that they have achieved some training activities concerning how to use tablets for English language learning purposes.

13_Have you noticed any differences in your English language skills since using tablets in class? The aim of this question is to know whether the use of the tablet helped in developing students' skills .In other words, Exploring the effectiveness of using tablets in developing English language learning, the pie chart reveals the results.

	Options	Percentage
very usefual	51	87,9
unusefual	7	12,1
Total	58	100,0

Table 05: expressing whether the use of tablets helped in developing students-skills.

The results show that the majority of the participants who use tablet in their learning 51(87,9%) confirmed that using this device is very usefual in developing language skills.while just 7(12,1%) indicate that They did not notice a significant development in language skills and they preferred the traditional method of learning ,they see that learning through lessons, pictures and handwriting is more usefual.

14. If yes , please describe

Some of the participants response to this question as follow:

We notice an improvement in our listening skills due to the use of audio feedbacks and short telling stories that some app provide ,they also realized that they acquired more vocabulary through the use of vocabulary games and video conversation . also they claim that reading exercises helps them to improve pronunciation .

4_3_2_Analysis of the interview of teachers

The current study was conducted in a primary school in the town of Khemis Miliana during the academic year 2022/2023. The study's population comprised of EFL teachers; this demographic was chosen with the expectation that EFL teachers would provide information about how English is taught in elementary schools and the impact of using tablets on pupils learning processes.

We went to both the Quedri Filali Mohamed School and Allili Ahmed School and asked a number of questions to the teachers about this foreign subject, which has become important in our lives, and which we must develop and teach to children from an early age so that they can get used to it and become saturated with English culture.

First Question : How long have you been Using Tablets in your English class?

The goal of question is to know the duration or the period of time of the use of tablets in the classroom. The findings demonstrate that the participant start using Tablets in primary classroom of Quedri Filali Mohamed.

Second Question: What led you to start using Tablets in your English class?

The answer was because of the pupils they're familiar with technological devices and it is kind of amusement for them ,Tablets also are used to reduce the burden of textbooks on students.

Third Question: In what ways have you found using Tablets in English class helpful for learning ?

Tablets are helpful for reading because they're book replacement only. it's not like their own electronic tablets where they can play games and watching videos, or listening to music at home.

Fourth Question: How do you assess the impact of using tablets on your pupils English language skills?

As teachers at primary schools we do assess the impact of using tablets on our pupils English language skills as the skill-developing tool for different subjects in learning the English language . for instance; reading, listening, thinking,and even writing.

Tablets are easy to be used, reduces efforts on both teachers and pupils, and facilitate the exchange of information.

Fifth Question: How has using Tablets affected the pupils 'motivation to learn English?

The teacher replied it has positive effect on both teachers and pupils. Tablets in the classroom enable students and teachers to stay connected and in direct communication at all times. All notes, tasks, and communications will be created and saved digitally, making it difficult for them to be misplaced, as handwritten notes can.

Sixth Question : What challenges have you encountered when using Tablets in your English class?

Due to the interview with school teachers of Khemis Miliana ,we concluded the following challenges:

1_The use of Tablets causes distraction for pupils.

2_When we distribute tablets to the pupils, we lose time.

3_Poor handwriting among pupils due to getting used to tablets

4_The institution does not provide internet and the battery goes empty in half of the class.

5_Lack of concentration due to browsing and accessing the settings sometimes by pupils

Seventh Question: In what ways do you think using Tablets could be integrated more effectively into English language learning ?

Tablets have become a popular tool for learning, especially in the field of English language learning. There are many ways in which they can be integrated more effectively into English language learning ,it could be used to facilitate the communication between pupils and teachers. also, tablets could be used to provide pupils with more personalized learning experiences.

4_4_Discussion of findings

Depending on the data collected and studied from the pupils ‘questionnaire and the teachers’ interview .the outcomes are discussed in the following sections:

4_4_1_Discussion of pupils' questionnaire

The majority of pupils at the primary school of Quedri Filali Mohamed are adults to know how to use tablets, and most of them are female.

The data gathered is significant because it highlights the increasing importance of technology in the education sector. Tablets have become an essential tool for students and teachers alike, providing easy access to educational materials and enabling interactive learning experiences.

The fact that 31% of learners do not have access to tablets is concerning. It implies that there may be an inequality in the distribution of technology in schools. This could lead to disadvantaged students falling behind their peers who have access to tablets in terms of their learning outcomes.

It is essential for policymakers and educators to address this issue and provide equal opportunities for all students in Algeria to access technology. Providing tablets to students who cannot afford them could be a possible solution. Additionally, schools could consider using alternative methods to incorporate technology into their teaching to ensure that all students have access to the same quality of education.

The use of technology in the classroom has become increasingly popular in recent years, with many schools incorporating tablets into their curriculum. This trend has sparked a debate about the effectiveness of technology in enhancing pupils' learning experiences, particularly when it comes to learning a foreign language like English. We sought to explore students' attitudes towards using tablets in the English language learning process.

The results of the study show that the majority of pupils (51.7%) are satisfied with their level of English when using tablets in the classroom. This is a positive finding, as it indicates that technology is having a positive effect on pupils' language learning abilities. It is also encouraging to see that a significant percentage of pupils (25.9%) are very satisfied with their English language skills when using tablets.

However, it is important to note that there are still some students who are not satisfied with their English language learning experience when using tablets. A small percentage of students (8.6%) indicated that they were unsatisfied with their level of English when using tablets in the classroom.

It is essential for teachers and educators to take note of these findings and work to address the concerns of these students to ensure that their learning experiences are as effective as possible.

It is interesting to note that the majority of learners prefer using tablets for language learning activities, with vocabulary games being the most popular activity. This suggests that incorporating gamification elements into language learning can be an effective way to engage learners and make the learning process more enjoyable.

Another important finding is that visual feedback is more helpful than audio feedback. This could be because visual feedback is more immediate and easier to understand, whereas audio feedback may require more concentration and focus.

It is also noteworthy that the majority of learners use tablets outside the classroom, indicating that technology is becoming an increasingly important part of language learning. This trend is likely to continue as technology continues to advance and become more accessible.

4_4_2_Discussion of teachers' interview

The results from the interview with the primary school teachers of Quedri Filali Mohamed and Allili Ahmed in Khemis Miliana provide valuable insights into the use of tablets in English language learning.

It is interesting to note that the teachers started using tablets in their English classes because of the familiarity of pupils with technological devices and the desire to reduce the burden of textbooks on students. This highlights the importance of incorporating technology in education to make learning more engaging and accessible for pupils.

The teachers also found that using tablets in English class was helpful for reading, as it provided a book replacement for pupils. However, they also encountered challenges such as distraction, time

loss, poor handwriting, lack of internet, and lack of concentration due to exploring and adjusting settings. These challenges suggest that there is a need for proper training and guidelines for using tablets effectively in the classroom.

Despite the challenges, the teachers assessed the impact of using tablets on their pupils' English language skills as positive. Tablets were found to be easy to use, reduce efforts on both teachers and pupils, and facilitate the exchange of information. Moreover, tablets had a positive effect on both teachers and pupils' motivation to learn English.

To integrate tablets more effectively into English language learning, the teachers suggested using them.

4_5-conclusion

This chapter is devoted for the analysis of the teacher's interview and the student's questionnaire in khemis Maliana primary classrooms regarding the use of tablets as learning tools in EFL classes especially 3rd year pupils. Additionally, this provide valuable understanding into the use of tablets in English language learning at the primary school level in Algeria. While the majority of pupils are satisfied with their English language learning experience when using tablets, there are still some concerns that need to be addressed, such as the unequal distribution of technology and the need for proper training and guidelines for using tablets effectively in the classroom. Overall, the use of tablets in English language learning has a positive impact on both teachers and pupils' motivation to learn and should be integrated more effectively into the curriculum.

Chapter Five:

General conclusion

General conclusion

5_1_introduction

The tablet is a tool for education that supports interactive activities in the classroom, where the engagement and improved learning resources that technology application offers are its main benefits. The spread of technology-supported interaction in classroom instruction has been facilitated by the development of information and communication technology (ICT). Without alienating students during education, the features of tablet-based interactive classrooms can foster teachers' creativity and students' involvement. Tablets and other evolving mobile technology have expanded the potential for collaboration in classroom instruction by enabling seamless individualized learning . and more sophisticated engagement between teachers and students or students and teachers. Many studies agreed that tablets devices, as a learning tools, have a great effect on the learners' language improvement as well as on their learning achievements.

In addition , from this study we recognized that learners are demanding a new techniques of learning English language, So, learning English language through the use of tablets could enhance students' ability and language skills in a way where they could enjoy the learning process.

The current research was conducted to investigate the effects of using tablets on improving EFL primary classrooms. And showing the importance of motivation that achieved by integrating technology in education .

For this aim , two hypotheses were raised by the researchers. In the first ,the use of tablet in EFL primary classrooms may improve students' abilities in English and get them actively engaged in learning. The second one ,using tablets may help students to practise autonomously English inside and outside the classroom.

5_2_Key findings:

General conclusion

The data collected from the present study indicate that using tablets as a learning tool in order to improve English vocabulary learning among third year primary classrooms students at had a good effect on their language learning proficiency. The research work conducted with these students shows a significant change in students' acquisition of the English language due to the application of tablets in the educational process. The proposed strategy in the current study may facilitate vocabulary learning for students. The results obtained from the questionnaires and interview indicate the Students' learning progress.

The study's suggested technique was successful and had a significant impact on how engaged students were in learning English vocabulary. Students' stress levels decreased and their motivation increased through the use of tablets, which also allowed them the chance to improve their language abilities. Additionally, it was an enjoyable means to get their interest and attention.

The conclusion that can be drawn from these facts is that this work gave researchers a great opportunity to motivate and aware English language teachers about the need and importance of integrating technology in their primary classrooms. We have achieved the main goal of helping students learn about new study techniques to improve their English language . It also allowed us to improve our skills in planning, drawing up tests, monitoring student progress, assessment . For all these reasons it would be fair to conclude that; Action Research is an interesting and innovative design in which students work collaboratively with others in order to improve English language learning.

5_3_ Overall findings:

General conclusion

The integration of technology in education has the potential to change the boundaries of classrooms in traditional schools and classrooms. The use of tablets in the classroom can enhance students' interactive and collaborative activities, increase classroom engagement, and support a variety of instructional materials and applications for learning and teaching. Tablets are an educational technology that is quickly expanding. Use of educational tablets can also improve the level of interaction between teachers and students or among the student during the learning process. Many studies agreed that using tablets as a learning tool, had a great effect on the learners improvement as well as their English language achievement. It aims at developing students abilities.

Accordingly, the current findings suggest that third-year EFL students from khemis Miliana primary schools exhibited a positive attitude toward the usage of tablets to further their educational goals. As a result, the findings also demonstrated that students use mobile technologies in a variety of academic settings and draw on a variety of resources to improve their four English language proficiency skills—speaking, reading, writing, and listening. Additionally, they utilize a variety of educational applications, including dictionaries, vocabulary development, pronunciation, and spelling. Furthermore, the majority of students also support using these devices in the classroom, which helps them improve their learning abilities and motivates them to participate more actively in class. Additionally, their education becomes more effective and achievable. Therefore, the teachers' interview supports the students' questionnaire by stating that integrating tablets in education is an effective tool and strategy to improve the students' knowledge and that it makes the learning process more active and effective. In this respect, a descriptive study was carried out; it was founded initially on a questionnaire provided to primary school students to get their perspectives about using tablets. It was based also on an interview to EFL teachers to examine their attitudes towards tablets integration and its effects on their students. Moreover, a mixed-method

General conclusion

approach was used in this study to gather data from research tools that were .The main aim was to see to what extent using tablets were helpful for learning English as a foreign language. The results showed the effectiveness of this using tablets in improving students skills. Thus, we realized that the effectiveness of Using tablets in improving primary school learner's is proved .

5_4_Suggestions and recommendations:

Due to the significant role that technology plays in involving students in the learning process. The findings of this study could be used to provide some recommendations and suggestions that could enhance the effectiveness of using tablets for English language instruction.

In light of the findings of our study, we first suggest that teachers of English as second foreign language should allow and encourage students to use their tablets during lectures for learning purposes and avoid browsing in needless sites such as social media ,To prevent students from becoming distracted by these websites.

In addition, Recommend some educational applications to students, particularly those that are instructional and can aid in learning for example Duolingo; Duolingo is One of the most popular language learning apps also happens to be one of the best English learning apps that children can enjoy for free. It uses interactive exercises to get students speaking, reading, writing, and listening right from the beginning.

Moreover, inspectors have to design and develop workshops and trainings for both experienced and novice teachers even students to teach them how to shift from traditional classrooms to digital learning classrooms

General conclusion

Eventually ,Students should only use their tablets inside the classroom if they really need to, and should not use them for anything other than learning. The stuff that students choose to access online must be carefully considered, and they should only check reliable sources.

5_5_Limitations of the Study

After dealing with the discussion of the obtained findings presuming that the current study have positively responded the research questions and confirmed its hypothesis . However, difficulties always arise that prevent researchers from achieving the desired outcomes they had initially planned for their investigation. So, it's important to recognize a study's limitations . There were a number of restrictions and flaws in our study that must be taken into account .

Hence, our study's first limitation is the lack of sources (books) available in the University of khemis Miliana library. As a result, we had a difficult time locating enough literature to support our research.

Additionally, only 3rd year EFL students at khemis Miliana primary schools participated in the study. As a result, the findings cannot be generalized

Another limitation is that language games for instance can be a source of distraction. When applying language games some students consider it as a game to waste time not to learn new English language vocabulary.

5_6_Recommendation for Further Researches

Based on the review of the literature and the results of the current study, the researcher suggests the following recommendation for further research.

General conclusion

The first recommendation is that the current study should be carried out in different Algerian contexts to obtain more generalized findings on the usage of mobile technology in education to improve the teaching and learning process.

Additionally, It is possible to do additional research and studies for other grade levels. due to the fact that 3rd year primary classrooms are young and they can not be aware and we can not asked them in details about the use of tablets in the questionnaire.

Eventually, the lack of time for data collection , Because the students of the third year of primary school are only concerned with studying the English language, and they have very few educational classes sessions per week.

5_6_conclusion

Integration tablets in the learning process help students to be more self-confident and achieve better results. The role of using tablets in teaching English language cannot be skipped; Due to the applications offered by this device, students can enjoy and learn the language at the same time . In conclusion, the obtained data showed that tablets are useful and effective tools that should be applied in EFL classes. After the analysis, we resulted that the learner can learn effectively while having fun and enjoying himself .Moreover, The use of tablet in EFL primary classrooms may improve students' abilities in English and get them actively engaged in learning .It may as well allow them to practise autonomously English inside and outside the classroom. Thus, we realize that the two hypotheses are confirmed and the effectiveness of using tablets in improving 3rd year primary schools learners' is proved.

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Appendices

Appendices

Appendix 01 :

Interview questions for teachers:

1. How long have you been using tablets in your English class?
2. What led you to start using tablets in your English class?
3. In what ways have you found using tablets in English class helpful for learning?
4. How do you assess the impact of using tablets on your students' English language skills?
5. How has using tablets affected your pupils' motivation to learn English?
6. What challenges have you encountered when using tablets in your English class?
7. In what ways do you think using tablets could be integrated more effectively into English language learning?

Appendices

Appendix 02 :

Questionnaire for Pupils

1.Age :

2.Sex : Male Female

3. Do you use tablets in your English class?

Yes

No

4.If yes, how often do you use the tablet in your English class?

Every class

Sometimes

Rarely

Never

5. How satisfied are you with using tablets in your English class?

Very satisfied

Satisfied

Neutral

Unsatisfied

Very unsatisfied

6. What English language skills do you think using tablets can help you develop?

Listening

Speaking

Appendices

Reading

Writing

All of the above

7. What types of English language activities do you enjoy doing on the tablet?

Listening exercises

Vocabulary games

Grammar exercises

Reading activities

Writing exercises

8. What type of feedback do you find most helpful when using the tablet for English language learning?

Audio feedback

Written feedback

Visual feedback

No preference

9. How satisfied are you with the amount of tablet use in your English class?

Very satisfied

Satisfied

Neutral

Unsatisfied

Very unsatisfied

Appendices

10. Please rate your confidence level in using tablets for English language learning on a scale from 1 to 5, where 1 is very unconfident and 5 is very confident.

1---2---3---4---5

11. To what extent do you agree with the following statement: Using tablets in English class helps me learn English more effectively.

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

12. Do you have access to a tablet at home?

Yes

No

13. Have you received any training on how to use the tablet for English language learning?

Yes

No

14. Have you noticed any differences in your English language skills since using tablets in class?

Yes

No

15. If so, please describe.

Résumé:

Résumé

Les technologies mobiles, telles que les smartphones et les tablettes, sont devenues de plus en plus populaires en tant qu'outils pédagogiques innovants. Les tablettes offrent diverses possibilités aux enseignants et aux élèves d'interagir de manière flexible dans les salles de classe EFL. Par conséquent, ces dernières aident à soutenir la motivation des élèves et à favoriser l'acquisition de leurs compétences d'apprentissage des langues. Par conséquent, la présente étude vise à étudier l'impact de l'utilisation de tablettes sur l'amélioration des résultats d'apprentissage des élèves EFL, dans les classes primaires de khemis Miliana. La première hypothèse de cette étude est que l'utilisation de la tablette dans les classes primaires EFL peut améliorer les capacités des élèves en langue anglaise et les engager activement dans l'apprentissage, cela peut aussi bien leur permettre de pratiquer l'anglais de manière autonome à l'intérieur et à l'extérieur de la classe. La seconde est que les tablettes peuvent permettre des

Résumé:

Interactions plus interactives et dynamiques entre les enseignants et les élèves. Les enseignants peuvent utiliser des tablettes pour fournir une rétroaction immédiate, suivre les progrès individuels et adapter l'enseignement en fonction des besoins des élèves. Pour tester ces hypothèses, les chercheurs se sont appuyés sur une méthode mixte, utilisant à la fois des mesures de données qualitatives et quantitatives, à travers l'utilisation d'un questionnaire avec les élèves et d'entretiens avec les enseignants. L'étude examine les attitudes des élèves et les perceptions des enseignants à l'égard de l'utilisation des tablettes dans les classes primaires EFL. Les résultats obtenus à partir des outils de collecte de données montrent que les enseignants et les élèves avaient des attitudes positives envers l'utilisation des tablettes dans les classes EFL. Ainsi, les résultats de l'étude ont confirmé les hypothèses de l'étude.

Mots clés : élèves, langue anglaise, tablettes, classes primaires, classes EFL, Enseignants.

ملخص:

أصبحت تكنولوجيا الهاتف المحمول، مثل الهواتف الذكية والأجهزة اللوحية، شائعة بشكل متزايد كأدوات تعليمية مبتكرة. توفر الأجهزة اللوحية فرصًا مختلفة لكل من المعلمين والتلاميذ يتفاعلون بمرونة داخل الفصول الدراسية لتعليم اللغة الإنجليزية كلغة أجنبية، ومن ثم، يساعد هذا الأخير في دعم تحفيز التلاميذ وتعزيز اكتساب مهارات تعلم اللغة لديهم. لذلك، تهدف الدراسة الحالية إلى التحقق من تأثير استخدام الأجهزة اللوحية على تحسين التحصيل الدراسي لتلاميذ اللغة الإنجليزية كلغة أجنبية، في الفصول الابتدائية بخميس مليانة. الفرضية الأولى لهذه الدراسة هي أن استخدام الجهاز اللوحي في الفصول الدراسية الابتدائية للغة الإنجليزية كلغة أجنبية قد يحسن قدرات التلاميذ في اللغة الإنجليزية ويجعلهم يشاركون بنشاط في التعلم. وقد يسمح لهم أيضا لممارسة اللغة الإنجليزية بشكل مستقل داخل الفصل و خارجه، و الثاني هو أن الإجازة اللوحية يمكن أن تتيح تفاعلات تفاعلية و ديناميكية بين المعلمين و التلاميذ. يمكن للمعلمين استخدام الأجهزة اللوحية لتقديم ملاحظات فورية و مراقبة التقدم الفردي و تكييف التعليمات بناء على احتياجات التلاميذ.

لاختبار هذه الفرضيات ، اعتمد الباحثون على طريقة مختلطة، باستخدام كل من قياس البيانات النوعية والكمية، من خلال استخدام استبيان مع التلاميذ ومقابلة مع المعلمين. و تبحث الدراسة في مواقف التلاميذ وتصورات

Résumé:

المعلمين تجاه استخدام الأجهزة اللوحية في ظهور النتائج التي تم الحصول عليها من أدوات جميع البيانات أن كل من المعلمين و التلاميذ لديهم اتجاهات إيجابية تجاه استخدام الأجهزة اللوحية في فصول اللغة الإنجليزية كلغة أجنبية ، و بالتالي أكدت نتائج الدراسة فرضيات الدراسة.

الكلمات الأساسية: التلاميذ، اللغة الإنجليزية، الأجهزة اللوحية، الفصول الابتدائية، فصول اللغة الإنجليزية كلغة أجنبية،المعلمين