



## The Effect of Technology in EFL classroom

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### Abstract

Technology and education are a great combination if used together with a right reason and vision. The present study is an attempt to examine teachers and learners using technological aids and EFL context. It would be useful to employ technological aids such as; tape recorder, CD video, computer and internet to improve students' learning skill. In order to investigate how often teachers use technological devices, 15 ELT teacher and 35 ELT learners participated in this survey. These participants were asked to answer 10 items of the questionnaire and interview which were designed to examine teachers & learners using technology. Both teachers and learners believe that technology enables the young minds to have a critical thinking, advance knowledge, and entertainment simultaneously.

**Key Words:** Technology, Language Teaching

### 1. INTRODUCTION

Why do we use aids in language teaching? There are actually many reasons for using aids in language teaching and they include: 1) Attracting attention of learners, but it is not enough to do so; we need to maintain their attention also, 2) maintaining our learners' attention, 3) clarifying meanings, concepts and utterances: aids do not only help understanding words but also utterances, consider the novel (A Passage to Amazon); we can make use of (videos, maps, audios, and pictures); first they can hear and then things (events) can be visualized, 4) increasing chances of remembrance by adding as many associations as possible: (the more associations a person has with an idea, the better he or she understands it), consider the word apple (taste, colour, eating); it is actually time-saving; using words is time-consuming, (one picture is worth than one thousand words), 5) simulation of language: use of greetings through dramatization by providing a suitable context, acting, role-playing, etc., 6) presenting authentic language: audio, video and radio, 7) compensations for lack of experience on teachers: suppose that a teacher's pronunciation is poor so a providing an audio material of actual native speakers will be a compensation for such a thing; or a teacher is not good at drawing so pictures will be used as an alternative, 8) individualizing teaching and learning: giving a student a tape to listen at home, it is called programmed instruction.

The use of instructional technology in higher education has increased substantially over the past several years. "Computer technology provides students and teachers with unprecedented opportunities to transform the teaching and



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learning process, from the most common and simple uses to the most sophisticated." Educators are readily embracing the challenges of integrating that technology into their teaching. However, authors and educators still question whether its use positively impacts the learning process. Research is beginning to focus more on the evaluation of the use of technology, but results remain inconclusive. Learning and teaching is the concern of the trained teacher ( Adeyanju, 1997).

Belz (2002) thinks that technology brings meaningful and communicative materials into the classroom such as tele-collaboration and interaction.

Because class, race, ability, and disability are removed as elements in communication while using the Internet, it is a natural tool for addressing the needs of all students; exactly how this is done will vary from district to district as schools empower individual educators and students. School reform, which is much on the minds of many educators today, can be supported by the use of the Internet as one of many educational tools.

Internet is primarily text driven, electronic discourse that students will participate in tend to be lexically and syntactically more complex than oral discourse (Warschauer 1997). Students that are participating in email, discussion groups and the like are going to be using a broader range of English than those who tend to focus mainly on spoken or conversational English.

A positive outcome of this balance is the increased reading and writing skills that are developed as a result of using the Internet effectively. (Peyton and Crandall 1995) I once heard someone describe reading as a "receptive" language process. If that is so, then it is also clear that writing is a "creative" language process closely linked to other language processes and that the acquisition of one stimulates the other. Singai (1997) further states "Although electronic, the Internet is entirely related to literacy. People still interact with it through reading and writing."

The idea that using the Internet as a way to achieve a higher awareness is perhaps a strange statement on the surface to make, with all the odd sites and bizarre bits of information on the web. It "can" be enlightening however if used carefully. This may well require some active teacher participation to keep students on the right track but the fact remains that the Internet is a truly wonderful place for learning about other cultures and ways of thought.

Active communication and self expression are hallmarks of the Internet and once brought into play can prove to be mentally stimulating for students. Active is indeed what the web does best. Being able to enter a chat room with a person in Switzerland and with a dozen people from all the corners of the globe can be a very exciting experience. Students must read, write, and think on the spot, offering their opinions and ideas in a common pool of experience. These are certainly outcomes much to be appreciated. The Internet expands classroom resources; it brings information, data, images, and computer software into the classroom from other places, so the present study is an attempt to examine teachers and learners using technological aids and EFL context. It would be useful to employ technological aids such as; tape recorder, CD video, computer and internet to improve students' learning skill. In order to investigate how often teachers use technological aids, 15 ELT teacher and 35 ELT learners participated in this survey. These participants were asked to answer 10 items of the questionnaire and interview which were designed to examine teachers & learners using technology ( Warschauer, M. 1997). so, the present study is an attempt to examine teachers and learners using technological aids and EFL context. It would be useful to employ technological aids such as; tape recorder, CD video, computer and internet to improve students' learning skill. In order to investigate how often teachers use technological devices, 15 ELT teacher and 35 ELT learners participated in this survey. These participants were asked to answer 10 items of the questionnaire and interview which were designed to examine teachers & learners using technology.



## 2. REVIEW OF THE RELATED LITERATURE

Technology has been the catalyst for change at our school and continues to be along with our increasing understandings about teaching and learning contexts. However, preparing pre-service and their cooperating teachers to use technology appropriately is a complex task for teacher educators (Mergendoller, 1994).

In this process, Kersaint and Thompson (2002) noted that it is important to explore the role that beliefs play in technology integration. By ongoing support in terms of "intensive start-up assistance and regular follow-up activities" the teachers should have a desire to change within the profession (p. 53). It is extremely important for teacher education programmers in higher education to ensure that instructional applications of hi-techs are infused within a variety of curricular experiences for preservice teachers. It is suggested here that teachers must feel comfortable and secure while learning how to use computers and related technologies (Todman & Dick, 1992).

Dawes (2004) stated, in one of her studies, that teachers must be educated about computers if they are going to teach technology to children.

Alabbad (2010) in his study, EFL students found using computer in teaching more enjoyable and exciting. In a learning environment supported by computer, teachers may play various roles.

Kang and Dennis (1995) write, "Any attempt to treat vocabulary learning as learning of isolated facts certainly will not promote real vocabulary knowledge".

Computer based reading instruction also allows for "increased interaction with texts, attention to individual needs, and increased independence through an ability to read texts they would not otherwise be able to read" (Case & Truscott, 1999).

According to Wang (2001, 2004), when language learners have desirable and real communication factors, they can develop their language skills in the classroom.

İşman et al (2004) implies that students always have positive and optimistic ideas for using computer in the classrooms and it gives opportunity students to create new ideas and develops their problem solving skills while providing self-responsibility thus students feel comfortable.

In a study on the internet and computer-based classrooms conducted by Kang and Dennis (1995), there were interactive vocabulary choices for EFL students.

Crystal (1997) , Jonassen (2000) assumes that technology in EFL classroom encourages not only the students but the teacher in a positive way.

Case and Truscott (1999) , Leu and Leu (1997), Anderson and Speck (2001)& Deeler and Grey (2000:75) mention that using technology in the classroom not only motivates the learners but engages them in speaking, reading, listening and writing easier.



In a study on the internet and computer-based classrooms conducted by Kang and Dennis (1995), there were interactive vocabulary choices for EFL students.

Zengin (2007), Mayora (2006) explains the importance of technological classrooms because students are more motivated and interested in multi-media and technological lessons.

Anderson and Speck (2001) mention that using technology in the classroom not only motivates the learners but engages them in speaking, reading, listening and writing easier.

Lewis (1997), mention that grammar skills can also be demonstrated and reinforced using computers, teachers using PowerPoint in order to teach grammar.

(Kern, 1995), mention that technology changes the interaction between language learners and teachers.

### **Research Questions**

The researcher question addressed in this study is as follow:

Q1. How much EFL teachers use technological aids in their classroom?

Q2. How much EFL learners satisfy by using technological aids in their classroom

Q2. What is implication for the teacher sand learners in using technological aids?

## **3. METHODOLOGY**

### **Participant**

Participants in the study were 15 English teachers and 35 ELT learners have technological facilities. All of these Participants were requested to read the given questionnaire is carefully and then answer one of 3 items of each question. Before administering it among teachers, 'the goals and purposes of this research and importance of their answers were mentioned.

### **Material**

10 item questionnaires were used to examine EFL teachers, employment of technological aids in teaching & 10 item questionnaires were used to examine EFL learners by using technological in the classroom. They also ask to answer the researcher interview about the advantages of using technological in the classroom

### **Procedure**

Every 10 items questionnaire was distributed among 15 English teachers & 35 EFL learners as was mentioned earlier. Participants were first requested to fill in the answers, which examine teachers & learners use of technology in EFL classes. They answered to each items by checking with using check marks. One of the answers was corresponding to their usage of technology.



### Data analysis

Percentage value was used to analyze the collected data.

## 4. RESULTS

Table 1: show the teacher point of views in using theological in classroom

		A	B	C
		Always	sometimes	Never
1	I use internet in the classroom	76	21%	3%
2	I use technology (tape recorder) to correct learners pronunciation	60%	30%	1%0
3	I use technology understanding and retention & preparing students for today's information society	80%	15%	5%
4	I use video encourages student participation and because it is attractive for communicative dialogues	80%	10%	10%
5	I use internet engages and motivates students and make classroom enjoyable for learners	75%	20%	5%
6	( I use computer for expand student experiences beyond the classroom	98&	2%	0
7	I use software for teaching to Learn from other teachers & science experiments	85%	12%	3%
8	I use software to spark a conversation & bring Lessons to Life especially to increase students' interest in the classroom	84%	10%	6%



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9	I use internet for students because is excellent way to learn four language skills especially help ELL students develop their writing skills.	90%	7%	3%
10	I use Internet for student to improve vocabulary and excitement in their projects for the class.	93%	5%	2%

Table2: show the teacher point of views in using theological in classroom

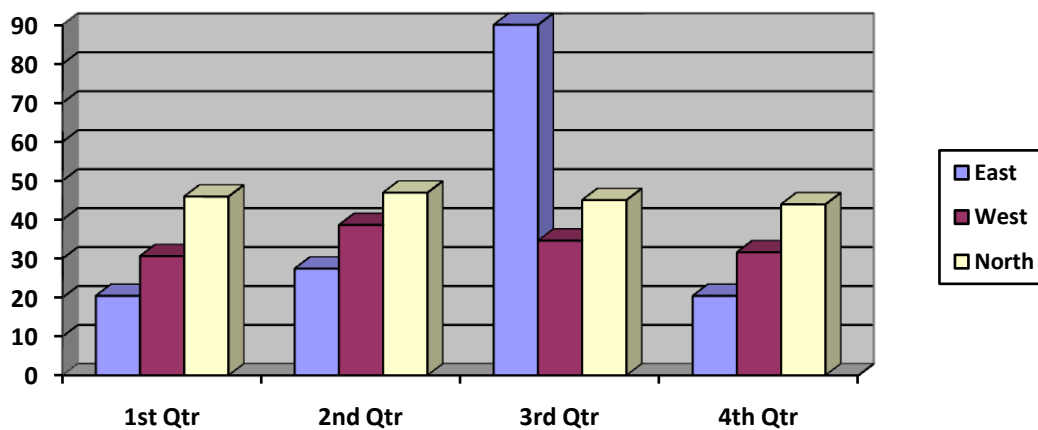


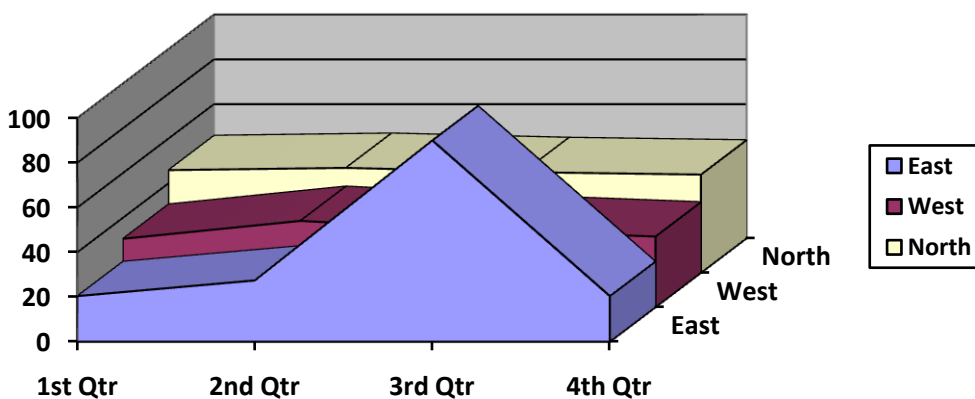
Table3: show the students point of view in using theological in classroom

		A	B	C
		Always	sometimes	Never
1	Using internet in the classroom makes additional information resources available, it enhances dynamic communication,	90%	10%	0%
2	When we use technology, it makes the lessons boring.	10%	10%	80%
3	Using internet is very interesting for me	82%	13%	5%



4	We always need technological devices in language classrooms to develop four language skills	80%	15%	5%
5	Computer-based lessons are more enjoyable & make me active in class	82%	10%	8%
6	The Internet basically expands the resources available and decreases the time and location dependencies that can be limiting factors in schools	75%	15%	10%
7	I can understand language better when we use technology in the class	80 %	15 %	5%
8	technological devices increase my motivation and excitement for learning English	85%	10%	5%
9	Teachers should use technology in our classroom for every lesson.	70%	20 %	10%
10	Technology in our classroom increase my writing and reading also vocabulary learning	85%	10 %	5%

TABLE4: SHOW THE STUDENTS POINT OF VIEW IN USING THEOLOGICAL IN CLASSROOM





## 5. CONCLUSION

The finding of the questionnaires and interview support researchers believes to use technology in the classroom. Applying language software as an example of technological devices related to computers in the context of classroom can lead to learners' autonomy, self access and self directed language learning. Many teachers agree by using technological devices in the classroom they say that power point is important in teaching grammar. Tape recorder is useful for students correct their pronunciation. They believe that using video in the classroom enhances understanding and retention. Internet helps learners to motivate and engage in the classroom. Most of the teachers says that computer help learners for expand their experiences beyond the classroom. Many of the teachers agree by using video in classroom to encourage learners to participate. They say that computer and internet help learners to expand student experiences beyond the classroom & learn from other teachers to improve their science experiments. They believe that video is excellent way to expose students to the culture of the target language. At last they believes that internet is useful tool for improve learners vocabulary and other language skills. Most of the students agree by using technology in the classroom. They believe that power point is very interesting for them. Most of them believe motivation and excitement of the learners in the classroom by using technology. Technological devices make classroom enjoyable for them. They learn better by using technology in the classroom. They say that Technological devices is very useful instruments for increase their language skills.

In sum using and applying technological aid in educational situation can improve language learning. This fact shows that extent to which using these devices can show the learning improvement process. In spite of the availability of equipment in the Iranian high school, but some of students' problem in skills may be related to the lack of using technological device by teachers.. The finding of this study in line with researchers, who summarized the advantages of technology in EFL learning.

## 6. DISCUSSION

The finding of this study in line with Lewis (1997), grammar skills can also be demonstrated and reinforced using computers, teachers using PowerPoint in order to teach grammar.

The finding of this study in line with Anderson and Speck (2001) mention that using technology in the classroom not only motivates the learners but engages them in speaking, reading, listening and writing easier.

The finding of this study in line with Zengin (2007) , Mayora (2006) explains the importance of technological classrooms because students are more motivated and interested in multi-media and technological lessons.

The finding of this study in line with Crystal (1997) , Jonassen (2000) assumes that technology in EFL classroom encourages not only the students but the teacher in a positive way.

The finding of this study in line with İşman et all (2004) reports that technologically equipped classrooms increase student's motivation because of the interactive nature of the activities.

The finding of this study in line with Case and Truscott (1999) , Leu and Leu (1997), Anderson and Speck (2001)& Deeler and Grey (2000:75) mention that using technology in the classroom not only motivates the learners but engages them in speaking, reading, listening and writing easier.





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The finding of this study in line with Alabbad (2010) & Lewis (1997) explains using computer in teaching more enjoyable and exciting. Technological devices may play the role of one or more of the following roles: facilitator, organizer, mentor, assistant, observer, or lecturer. These roles require teachers to be prepared well to facilitate learning in a variety of ways. As a learner continues to learn about the Net and how it can be used in their class, they will see that the same idea applies.

So how can the Internet assist students and teachers in reaching their educational objectives when schools are already such dynamic places? One answer to that is, "The Internet doesn't matter." Let's think about that for a second. The finding of the present study support researchers believes to use technology in the classroom. Researchers have shown that there is great importance of integrating technology in the classroom.

The Internet increases language use (Kasanga, 1996), enhances synchronous and asynchronous communication of language learners (Kern, 1995; Warschauer & Healy 1998), and helps students use language in real communication situations (Wiburg, Butker & Pasceo, 2002).

The finding of this study in line with (Kern, 1995) explains technology changes the interaction between language learners and teachers.

So, the finding of this study supports those who believe employment technology in the classroom

### **Implications**

Needs and interests of the student's are important.

To provide students with more interest the classroom should be supported by technological aids

Language learners can be encouraged to use technological aids to increase their motivation.

### **Limitations of the Study**

Every research has its own limitations and almost always there is a way to remove those limitations.

One drawback, relates to the limited number of the participants. Further studies might be needed to explore this issue with a larger sample.

Another drawback, relates to the data collection technique .the only data collection technique was questionnaire & face to face interview it is suggested that researches employ other data collection technique, e.g. observation.



The questionnaire used in the survey is not perfect. Different results might be observed as a result of involving perfect questionnaire.

Another drawback, relates to the different proficiency of the learners, we didn't consider different proficiency of the learners in this study, so different results might be observed as a result of involving different proficiency of the learners

At last in this study we didn't consider gender of participants, different results might be observed as a result of involving male and female.

### **Suggestion for further research**

There are some variables not considered in this study which can be considered in further studies. These factors are as follows:

Studies can be done with large number of peoples and see the results.

This study was conducted with one type of instrument, i.e. questionnaire.

Future studies can use other instruments and see the different types of addressing form.

In this study we didn't consider different proficiency of the learners, so different results might be observed as a result of involving different proficiency of the learners

At last in this study we didn't consider gender of participants, different results might be observed as a result of involving male and female.

I hope that this study can be used as a guideline for teachers & learners.

I hope in the future comprehensive articles about technology and language teaching will be published in the future.

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