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MA RESEARCH

**Identification of Attitudes of Teachers and Students towards Technology
Use in Secondary School EFL Classes**

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Master Thesis

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SCIENTIFIC ETHICS PAGE

This MA TEFL thesis entitled “**Identification of Attitudes of Teachers and Students towards Technology Use in Secondary School EFL Classes**” has been designed and written under the supervision of Assoc. Prof. Dr. Necat KUMRAL and in line with the scientific ethical values and rules declared in the thesis writing guide of the Institute of Graduate Studies of Tokat Gaziosmanpaşa University. I hereby declare that it is fully an original work and that I will accept any legal sanctions if proven otherwise.



Signature

Kefee Omar Rashid

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We thank God for providing us with knowledge, reason, and the determination to complete our mission.

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ÖZET

Bu çalışma, Irak'ın Erbil kentindeki Barz Özel Okulu ve Fakhir Mergasori Devlet Okulu'ndaki dil sınıflarında öğrenci ve öğretmenlerin teknoloji kullanımına yönelik tutumlarını araştırmayı amaçlamaktadır. Tanımlayıcı ve nicel metodolojileri birleştiren karma bir yöntem yaklaşımı kullanan çalışma, farklı eğitim ortamlarında Yabancı Dil Olarak İngilizce (EFL) sınıflarında teknoloji kullanımını çevreleyen algıların incelikli bir şekilde anlaşılmasını sağlamayı amaçlamaktadır. Eğitime teknoloji entegrasyonu konusunda öğrenci ve öğretmen tutumları hakkında bilgi toplamak için özel ve devlet okulları arasında eşit olarak bölünmüş yüz elli öğrenciye ve yirmi öğretmene anket uygulanmıştır. Bulgular, devlet okullarındaki öğretmenlerin teknolojinin değerini ve öğrenci başarısı için önemini kabul etmelerine rağmen, teknolojiyi öğretim uygulamalarına etkili bir şekilde entegre etme konusundaki güvenlerini ve yeteneklerini korumak için daha fazla mesleki gelişime ihtiyaç olduğunu göstermektedir. Buna karşılık, birçok özel okul öğretmeni teknolojik kaynaklara kolay erişim ve eğitimlerinde teknolojiyi kullanmaya hazır olduklarını göstermektedir. Bununla birlikte, teknoloji tabanlı dersler için en uygun zamanın ayrılması ve teknolojinin dil öğretim programlarına entegrasyonunun genel önemi ile ilgili zorlukların hala ele alınması gerekmektedir. Öğrenci yanıtları, özel okul ortamlarında teknoloji kullanımına yönelik genel olarak olumlu bir tutum ortaya koymaktadır, ancak kayda değer bir kısmı bu entegrasyonu ya sönük ya da gereksiz olarak görmektedir. Devlet okulu öğrencileri, öğrenmeyi ve katılımı artırmada teknoloji kullanımının faydalarına açık olmakla birlikte, eğitim çıktılarını geliştirmek için stratejik entegrasyonu vurgulayarak teknoloji kullanımına dengeli bir yaklaşımın önemini vurgulamaktadır. Bu çalışma, Erbil'deki kamu ve özel eğitim sektörleri arasındaki teknoloji entegrasyonu farklılıklarının altını çizmektedir. Ayrıca öğretmen eğitiminde iyileştirilmesi gereken alanları ve farklı öğrenci tercihlerini karşılamak ve öğrenme deneyimlerini optimize etmek için sınıflarda teknolojinin doğru kullanımına yönelik dengeli ve stratejik bir yaklaşıma duyulan ihtiyacı vurgulamaktadır.

Anahtar Kelimeler: Dijital araçlar, öğretmen/öğrenci tutumları, teknoloji kullanımı, özel ve devlet okulu ortamları, EFL ortamları

Abstract

This study aims to explore the attitudes of students and teachers towards technology use within language classrooms at Barz Private School and Fakhir Mergasori Public School in Erbil, Iraq. Utilizing a mixed-method approach, combining qualitative and quantitative methodologies, the study aims to provide a comprehensive understanding of the attitudes towards technology use in English as a Foreign Language (EFL) classes across different educational settings. One hundred fifty students were surveyed, evenly divided between private and public schools, along with twenty teachers to gather insights into student and teacher perspectives on technology integration into education. Findings suggest that while teachers in public schools recognize the value of technology and its importance for student success, more professional development is needed to maintain their confidence and ability to integrate technology into their teaching practices effectively. Conversely, many private school teachers demonstrate easy access to technological resources and a readiness to employ technology in their instruction. However, challenges still need to be addressed regarding the optimum time allocation for high tech-based lessons and the overall importance of technology integration into language teaching programs. Student responses reveal a generally positive attitude towards technology use in private school settings, albeit with a notable fraction viewing this integration as either uninspiring or unnecessary. Public school students, while open to the benefits of technology use in enhancing learning and engagement, highlight the importance of a balanced approach to technology use, emphasizing strategic integration to enhance educational outcomes. This study underscores the differences in technology integration between the public and private educational sectors in Erbil. It also highlights areas for improvement in teacher training and the need for a balanced, strategic approach to the proper use of technology in classrooms to cater to diverse student preferences and optimize learning experiences.

Keywords: Digital tools, teacher/student attitudes, technology use, private and public school settings, EFL settings

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Introduction

1.1 Presentation

This chapter centers on background information for the study. After identifying the purpose and central problem of this study, the research questions as well as the significance of this study with assumptions will be worked out in line with the findings regarding the research problem that this study will investigate accordingly. Finally, the potential limitations of this study will also be discussed and determined. Attached to these items is a list of definitions upon which several terms in this study are based.

1.2 Problem of the study

It is widely acknowledged that individuals learning a foreign language often encounter challenges when acquiring proficiency in the English language (Azizah, 2022). One of the problems associated with learners' extremely limited English proficiency can be attributed to the insufficient language level of some recently graduated teachers who do not seem to have acquired good command of English so as to use it as efficiently and effectively as possible to teach their students what they need. To teach the target language properly, what they need is to have had sufficient English background knowledge prior to their graduation. If they have a diploma to start teaching L2 officially, they are required to have mastered it in order to teach it at any level (Muchtar, 2021). Therefore, what they need is to be exposed to L2 through all sorts of technological tools to develop good command of English in the first place. Digital technology-based language classes do have double benefits: Language teachers enrich their instructional sessions through web.2 tools and learners, who are already digital native in their social environment, can have ample opportunity to learn L2 while having fun and enjoying their classes. One of the assumptions of the study is that integrating technology into teachers' instructional practices will help increase English proficiency level by facilitating their language acquisition endeavors (Herrera, 2022). By integrating interactive online platforms and language learning applications, teachers can provide students with a wide variety of activities to get them engaged more in their own learning experience and immersive educational encounters with L2 (Ahanin et al., 2022). This opportunity not only enhances their linguistic abilities but also

promotes their self-confidence by using English to communicate with their peers all around the world in digital L2 settings (Amoyal et al., 2022). In the contemporary era of digital advancements, technology has assumed a fundamental role in education. The advent of this high-tech tools has brought about a significant transformation in the process of acquiring knowledge, particularly in the realm of language acquisition, rendering it more readily available and efficient (Wahyuni, 2020). A dynamic and interactive learning environment may be established for the benefit of our students by utilizing interactive online platforms and language learning applications (Prodanović & Gavranović, 2021). This enables learners to enhance their language proficiency through enjoyable and captivating activities while fostering self-assurance in their ability to interact in English beyond formal educational settings effectively (Prodanović & Gavranović, 2021). Through technology, learners can be effectively empowered to surmount the low proficiency-oriented language barriers and ultimately attain their objectives in language acquisition (Suciati, 2020). In addition to utilizing internet platforms and language learning applications, our program also integrates multimedia resources and virtual reality experiences (Wahyuni, 2020). These tools offer our students immersive and real language learning possibilities, enabling them to delve deeper into diverse cultures and circumstances in a virtual milieu. Integrating technology into language instruction can enhance the overall learning experience and effectively address the different requirements and interests of students. Moreover, integrating technology in language instruction also facilitates the development of digital literacy competencies, which hold growing significance in contemporary globalized society (Yang et al., 2022). Our students enhance their language ability and acquire vital skills in accessing and utilizing quite a wide range of digital tools and almost all existing sites and platforms. This equips individuals with the necessary skills to thrive in educational and occupational environments characterized by the widespread use of technology (Ghaffar & Khairallah, 2021). In the context of a language classroom, educators can employ online platforms and interactive learning technologies to actively engage students in real-time dialogues with native speakers of the target language, hailing from various regions across the globe (Yang et al., 2022). Engaging in this practice not only facilitates the enhancement of students' linguistic abilities but also provides them with opportunities to encounter many cultural and ideological frameworks, fostering a sense of global citizenship and intercultural comprehension (Yang et al., 2022)

1.3 Objectives of the study

The objective of this study is to examine the efficacy of utilizing technology as an instructional tool for imparting English language skills to primary school students who are non-native speakers. This project also aims to investigate the potential of technology, including interactive games, language learning apps, and online resources, to augment language acquisition and boost English competence among young learners. The results of this study will make a significant contribution by expanding the field of research on the use of technology in language education. Additionally, it will offer essential perspectives for educators and policymakers seeking opportunity to enhance language training for those who are not native speakers (Elmansi et al., 2021). Moreover, the primary objective of this study is to evaluate the efficacy of technology use in fostering active engagement and motivation within the context of language acquisition (Elmansi et al., 2021). This study also aims to investigate the potential of interactive games and language learning apps in enhancing students' interest and curiosity as they steadily facilitate L2 learning and acquisition by creating a more engaging and favorable learning environment. Furthermore, the present study will examine the possible benefits associated with the use of online resources in facilitating learners' access to genuine language input and fostering possibilities for authentic communication in real-life contexts (Leitch et al., 2021). As an illustration, the research may encompass a cohort of individuals engaged in language acquisition, who are provided with a language learning application including gamification strategies and interactive activities to foster student engagement. Subsequently, the researchers have the capacity to assess the pupils' motivation, engagement, and advancement in relation to a control group that employs conventional pedagogical approaches. Furthermore, the investigation can monitor the extent to which the utilization of online resources enables learners to engage in interactions with others who are proficient in the target language through video conferencing or virtual discussion platforms. This provides learners with advantageous prospects to use and refine their language abilities inside authentic settings. The incorporation of an interactive feature within the application has the potential to significantly augment the language acquisition process by immersing learners in genuine dialogues and facilitating cultural exchanges. Additionally, the application has the capability to offer tailored feedbacks and alter the learning trajectory according to the unique strengths and limitations of each student (Ghaffar & Khairallah, 2021). By customizing the content and

activities to cater to the individual requirements of each learner, the application can efficiently tackle their distinct language learning obstacles and promote their advancement (Kuklina et al., 2020). Consequently, pupils develop a higher propensity to remain actively involved and driven during the course of their language acquisition process. Furthermore, the application's capacity to monitor and track accomplishment enables educators to conveniently evaluate the advancement of individual students and offer specific assistance as needed (Fauzan & Ngabut, 2018). To sum up, this study delves deeper into the promising realm of utilizing technology to enhance English language learning for non-native primary school students. By exploring the potential of interactive tools, language apps, and online resources, the research aims not only to facilitate language acquisition but also foster motivation and active engagement among learners.

1.4 Significance of the study

The importance of this study is in the prospective advantages it can offer to both educators and learners. By integrating technology into the instruction of English for individuals who are not native speakers, educators can augment the educational encounter and make it more captivating and participatory. Enhanced language acquisition and communication abilities might result from this, preparing students for a globalized society where English becomes progressively crucial. Moreover, the utilization of technology can facilitate the connection between traditional classroom instruction and practical application in real-life situations, enabling students to engage in English language practice within genuine circumstances to improve their language skills. In addition, integrating technology into language learning can afford students the opportunity to access a diverse array of resources and information that may not be readily accessible in conventional classroom environments. Online platforms, language learning apps, and virtual reality simulations provide students with ample opportunity to investigate diverse cultures, communicate with native speakers, and participate in immersive language encounters. These digital tools enhance learning experience by providing a dynamic and interactive environment. They also help accommodate various learning styles and preferences, enabling students to advance at their own speed and concentrate on areas that need more attention. Moreover, the utilization of technology in language acquisition also affords pupils an extensive array of resources and information. Online

platforms and applications provide users with a wide range of genuine texts, audio recordings, and videos, which can greatly increase their learning process. Furthermore, these digital tools frequently integrate gamification components, such as quizzes and interactive exercises, to enhance student engagement and enjoyment during the learning process. In general, technology has completely transformed the process of acquiring language skills by enhancing its accessibility, customization, and efficacy for individuals with varying degrees of proficiency and diverse backgrounds. Nevertheless, there is a contention that an overreliance on technology in language acquisition can limit students' capacity to cultivate crucial aptitudes like analytical reasoning and interpersonal interaction, which are vital for achieving linguistic proficiency and cultural comprehension. These talents are commonly acquired by direct interpersonal encounters and participating in substantial dialogues, which technology is unable to completely provide for all learners. In addition, depending exclusively on technology may restrict students' access to genuine language use and social, cultural and interpersonal encounters. Hence, it is imperative for educators to achieve a harmonious equilibrium between employing technology as a means for language acquisition and facilitating occasions for students to participate in authentic interactions that cultivate the growth of these vital abilities. To summarize, although technology can serve as a significant instrument for language acquisition, it is crucial for educators to acknowledge its constraints. In order to completely improve language abilities and grasp cultural subtleties, it is crucial to engage in direct, personal encounters and deep, meaningful dialogues. By achieving a harmonious equilibrium between the utilization of technology and face-to-face interactions, instructors may guarantee that students acquire a comprehensive language learning experience.

1.5 Assumptions of the study

The basic idea of this study posits that the integration of technology into the instruction of English as a second language for secondary school students will augment their language acquisition process. The objective of this study is to examine the efficacy of technology-mediated English instruction in enhancing students' linguistic abilities in language skills without reservation. Additionally, this study aims to investigate the students' perspectives on the utilization of technology within educational settings, as well as its influence on their levels of motivation and engagement during the process of learning. The outcomes of this research

will offer significant perspectives for educators and policymakers regarding the advantages and difficulties associated with the incorporation of technology in English instruction as a foreign/second language in secondary schools. Furthermore, the primary objective of this study is to assess the efficacy of various technological resources, including online platforms, interactive whiteboards, and language learning applications in augmenting students' linguistic competence. This study, therefore, aims to examine the potential of these tools in delivering tailored learning experiences and addressing the unique requirements of individual students, thereby fostering a language learning environment that is both inclusive and effective. Through a comprehensive comprehension of the influence of technology on the process of acquiring language, educators and policymakers are able to make well-informed judgments concerning the integration of technology within educational settings. The integration of technology has become an essential component of contemporary education, and its unquestionable capacity to augment language acquisition is evident. Interactive whiteboards enable educators to generate dynamic and captivating instructional materials, whereas language learning applications provide learners the chance to enhance their linguistic abilities at a self-determined rate. These educational tools provide the capacity to individualize the learning experience, enabling students to concentrate on challenging regions and advance at their preferred rate. Through a comprehensive comprehension of the influence of technology in the process of acquiring language, educators and policymakers may guarantee the proficient and judicious utilization of technology to foster inclusive and favorable environments for language learning. In brief, the integration of language learning applications and online resources into educational settings has the potential to augment the learning process, since it affords students the opportunity to engage in self-paced practice and concentrate on areas in which they encounter difficulties. Through a comprehensive comprehension of the influence of technology on the process of acquiring language, educators and policymakers may guarantee the proficient and appropriate utilization of these technologies in order to establish all-encompassing and efficient environments for language learning.

1.6 Limitations of the study

The whole study is limited in that only a public school students and a private school students along with their teachers participated in the research. While the students responded to

the items of the students' questionnaire, the teachers of the public and private school concerned responded to the questionnaire administered and also answered the open-ended questions accordingly. The research conducted may not yield adequate information as to the effective technology use in their EFL classes, and the typical attitudes observed during the data collection process may not represent all the other students' attitudes because data required were collected only in the selected secondary schools in Erbil, Iraq.

While many educational institutions possess the requisite resources, others may encounter limitations due to financial constraints or inadequate infrastructure, hence impeding the integration of technology within the classroom setting. Furthermore, it is possible that there exists an insufficiency in the provision of training and support for educators in the act of properly integrating technology into their instructional practices. One further constraint is to the potential linguistic obstacle that non-native English speakers encounter when utilizing technology as an educational instrument. The consideration of the accessibility to user-friendly technology employed in formal language learning settings is of utmost importance when catering to students whatever they need considering their diverse levels of English proficiency.

Moreover, it is worth noting that socioeconomic circumstances can exert a substantial influence on the availability of technology in educational settings. Students from economically disadvantaged working classes may encounter barriers in accessing gadgets or dependable internet connectivity beyond the confines of educational institutions, thus impeding their capacity to actively participate in technology-driven learning endeavors. The aforementioned circumstance engenders a digital disparity across student populations, hence intensifying pre-existing disparities in educational opportunities. Furthermore, it is worth noting that certain educational institutions may have financial constraints that hinder their ability to furnish students with cutting-edge technological resources, hence impeding their ability to fully capitalize on the potential benefits of technology within the educational setting. Insufficient financial backing might pose challenges to educational institutions in terms of modernizing their technological infrastructure and delivering essential training to educators. Consequently, students enrolled in these educational institutions may encounter limited access to educational resources compared to their counterparts in more prosperous districts. This phenomenon has the potential to perpetuate the existing disparity in academic performance and impede the

acquisition of essential digital competencies, which are progressively gaining significance in contemporary society. It is of utmost importance that governments and educational leaders take proactive measures to overcome these discrepancies and guarantee equitable access to technology and the necessary resources for all kids to succeed in an increasingly digital society.

In short, the absence of educational access and digital resources in schools situated in economically disadvantaged regions can contribute to the persistence of the achievement gap and impede the acquisition of essential digital competencies. It is imperative for politicians and educational leaders to give priority to the resolution of these gaps and provide equitable access to technology and key resources for all pupils. By implementing this approach, it is possible to enhance the capabilities of students to succeed in the contemporary digital era and diminish the existing disparities that arise from varying socioeconomic circumstances.

1.7 Research Questions

The following research questions are addressed in this study:

- 1- What are EFL teachers' attitudes towards technology in state secondary schools?
- 2- What are EFL teachers' attitudes towards technology in private secondary schools?
- 3- What are EFL students' attitudes towards using technology in classes in state secondary schools?
- 4- What are EFL students' attitudes towards using technology in classes in private secondary schools?

1.8 Definitions

1- Teaching:

Teaching is a multifaceted process that goes far beyond the simple act of imparting knowledge. It involves a careful selection of methods, strategies and techniques aimed at preparing, evaluating, and justifying teaching activities to effectively engage and motivate students (Fu and Ibrahim,2022).

2- Non-Native Students:

Non-native speakers are individuals who do not speak English as their first language or mother tongue. They may have learned English as a second language in formal settings rather than those where English is the code of communication (Stella & Engelhardt, 2022).

3- Technology:

Technology use in education encompasses all the existing electronic hardware or software that have an impact on language instruction and/or practice, building cultural awareness, facilitating classroom management, and enhancing teacher development (Alqahtani,2019).

Literature Review

2.1 Presentation

This chapter presents advantages of using technology in EFL classes with all the necessary references to previous studies carried out concerning effective technology use in EFL classes. Finally challenges that students and teachers are very likely to encounter due to technology use will be focused on while they make use of digital tools in EFL classes.

2.2 Advantages of using technology in EFL classes

Utilizing technology proficiently in the classroom is the whole issue of employing contemporary technological innovations in language teaching programs. Interactive whiteboards, commonly perceived as instruments for presentations, continue to be widely employed in numerous nations as conventional methods of instruction. The level of technological proficiency among instructors is the primary factor influencing the extent to which technology is effectively utilized in the classroom (Lemos et al., 2019). The mere presence of technology does not have the ability to enhance education. Consequently, teachers must incorporate technology into their day-to-day English language teaching practices. The implementation of this has greatly augmented the collaborative process of language learning and has notably strengthened students' proficiency in applying language skills to real-life communication. By leveraging technology, instructors can design language learning activities that are captivating and persuasive, thereby inspiring students to enhance their proficiency in English language learning skills.

In addition, the utilization of technology in the process of language acquisition has provided students with the opportunity to experience fresh and dynamic learning strategies within the context of the language classes. Students can improve their level of involvement and motivation in the process of learning English by incorporating multimedia tools, interactive whiteboards, and online classrooms into their educational experience. According to Amoyal et al. (2022), the implementation of technology-based teaching strategies has resulted in a positive impact on the attitudes of students toward language learning and has made it possible for them to have a more personalized and immersive educational experience.

The use of technology in the field of education has proven to be beneficial as it contributes to the creation of learning experiences that are both individualized and flexible. According to Muhtar (2021), this method accommodates a variety of learning styles and gives students the opportunity to advance at their own pace. Based on research conducted by Amoyal et al. (2022), it has been proved that the utilization of technology not only helps students acquire new language skills, but also increases their willingness and motivation to learn. For this reason, the incorporation of technology into language education is absolutely necessary in order to facilitate effective language acquisition and the development of a solid foundation in English fluency. By placing emphasis on the need of providing teachers with training on how to make use of modern technology. It is absolutely necessary for government officials in charge of education, school administrators, teachers, and other educators to work collaboratively in order to achieve this goal. In the year 2021, Ghaffar and Khairallah decisively state that educators should have an awareness of how technology can improve the efficacy and efficiency of teaching and learning, and they should incorporate this information into their teaching practices. Within the context of an educational institution, the incorporation of visual images, audio, films, animations, and other forms of multimedia into language teaching has made it possible to pave the way for better language learning outcomes by means of the new-fangled technological tools. Implementing this strategy has the potential to make teaching more enjoyable and stimulating for students, which will ultimately result in enhanced learning outcomes (Amoyal et al, 2022). By utilizing technology, the focus of educational methods has transitioned from teacher-centered to learner-centered. The transformation of teachers into guides and facilitators for their students' learning will help students learn more (Riasati, Allahyar, & Tan, 2012). Teachers should serve as guides and facilitators for their students' learning. According to Eaton (2010), the usage of computer-based communication is a beneficial element for the process of language acquisition. When compared to face-to-face discussion, computer-assisted discussion promotes equal participant engagement in all activities. The aforementioned viewpoint was supported by Zhao (2013), who stated that having access to authentic materials in the target language is essential for effective language learning. The authors Rodinadze and Zarbazoia (2012) state that the ease with which technology can be accessed makes it beneficial for both students and teachers to comprehend the material covered in the training. The advancement of technology is essential for the purpose of preparing students to apply what they learn in any subject to the

process of finding a place for themselves in the global labor force. The use of technology in the classroom not only facilitates learning but also serves as a real-world educational tool that makes learning possible.

An investigation of the function of technology in the process of language acquisition was carried out by Baytak, Tarman, and Ayas (2011). The findings demonstrated that the incorporation of technology into the classroom led to an improvement in students' language learning efforts. The use of technology in the classroom, according to the students, makes learning more pleasurable and enables them to understand L2 learning materials. One more thing that learners have mentioned is that technology makes learning more fascinating, engaging, and participatory. Another finding that emerged from this study was that the utilization of technology has the potential to enhance the learners' motivation, social interactions, learning, and engagement opportunities. Mouza (2008) and Sabzian, Pourhossein Gilakjani, and Sodouri (2013) asserted that one of the impacts of using technology in the language classes is that increase in cooperation among teachers and learners. When teachers allow learners to become assistants in the teaching process, this can increase learners' confidence. Learners are granted the chance to reinforce opinions and abilities already learnt. Learners can help teachers in technology integration because learners have had abundant time to master technology while teachers do not have ample time to learn all about digital technology and how to integrate it into their day-to-day teaching practices.

An investigation was conducted by Peregoy and Boyle (2012) to investigate the use of technology in enhancing the reading and writing abilities of students. The findings of this research suggested that the use and usage of technological tools improved reading and writing skills of learners. This was due to the fact that these tools are user-friendly, and they allow learners to learn in a more efficient and expedient manner. The other finding of this study was that learners learn more effectively when they use technological tools rather than traditional teaching methods. This is due to the fact that the worldwide use of internet provided a favorable learning environment for learners and consequently facilitated their learning by providing a wide variety of digital platforms for them to access on-line courses when and where possible.

Godzicki, Godzicki, Krofel, and Michaels (2013) conducted a study on investigating students' motivation and engagement in the classroom. The findings obtained from this study

revealed that students were more likely to engage in classroom when technology is used as an educational tool inside the class. Technological tools show an improvement when it comes to accessibility and motivation. Larsen-Freeman and Anderson (2011) point out that language learners find electronic chat, games, and letters of pen-pals and podcasts interesting. In general, children are visual learners as they want to see as they learn. Internet and computer-based activities provide children with visual materials. Children can improve their listening, reading, speaking and writing skill if they properly use them to communicate with people in social media platforms and programs broadcast on the internet. The real value of English is experienced by young students through emails, the webtools, satellite TV programs and cable tv network. Young students are energetic, and therefore it can be difficult sometimes to teach them foreign languages in their formal settings because technology can provide young language learners with authentic and enjoyable atmosphere to help them increase the awareness of L2 learning experience if they properly and effectively use it. Increasing awareness and understanding of language encourages learners to make more efforts to learn better (Mart, 2018).

Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers show how to use technology to support the curriculum so that learners can increase the appropriate use of technology in language learning experience (Costley, 2014; Murphy, DePasquale, & McNamara, 2003). Learners' cooperation can be increased through technology. Cooperation is one of the important aspects of learning in all formal settings. Learners cooperatively work together to create tasks and learn from each other once they get engaged in pair or group work activities (Keser, Huseyin & Özdamli, 2011). According to Arifah (2014), the use of internet increases learners' motivation. The use of visual materials such as videos, movies, live chat programs help arouse interest and enthusiasm in attention grabbing interactive digital tools in order for them to develop their communicative competence and improve their language skills to boot. Learners can learn better if digital technology is already incorporated into their day-to-day learning experience because they are all digital native and born into rapidly changing world. Moreover, digital tools make their learning experience extremely self-rewarding as they become autonomous learners and almost self-made individuals in the long run.

2.3 Previous research studies

Küçük's (2023) study explores the impact of technology-integrated teaching on education, emphasizing both positive and negative effects. It discusses the benefits of ICT-based education, such as enhancing students' learning speed, enriching their free time, and enabling collective work among distant individuals. Additionally, it addresses the negative consequences like deteriorating writing skills due to overuse of online chats, involvement in long and repeated chitchats and concentration problem due to excessive online engagement. The findings of the study indicate that technology-integrated teaching has favorable effects on students and teachers, making the acquired knowledge more permanent and retrievable. The survey of 26 educators revealed that the positive effects of technology on education outweigh its negative effects by a greater percentage. Educators believe that students will be more successful if technology is integrated into lessons, despite the fact that integrating technology into their teaching may create some challenges. Overall, the study suggests that an education system without ICT cannot adequately meet the twenty-first century learners' needs.

Merta, Ratminingsih, and Budasi (2023) researched into the utilization of technology in English language instruction to see to what extent it can help undergraduate students to foster their critical thinking skills. According to the findings of a comprehensive literature review of 22 research publications, it appears that the utilization of technology in media and social platforms has a favorable impact on critical thinking. This research sheds light on the significance of technology use in the education of students in the 21st century and in the improvement of critical thinking. skills According to the findings, the utilization of technology as a learning medium, which includes the utilization of platforms such as YouTube, Toondoo, E-book, Mind Mapple, and podcasts, is significant in students' language learning experience. According to the findings of the study, creating a congenial, appropriate and favorable atmosphere makes their learning experience more enjoyable and rewarding.

Chen Gao & Wang (2023) discuss the potential of TESOL (Teaching English to Speakers of Other Languages) in encouraging attitudinal change and sustained learning, especially when digital technology has already been incorporated into their daily teaching practices. The study used a standardized survey questionnaire to collect information from 307 respondents who participated in TESOL programs. The data was analyzed using structural equation. The study also discusses the preliminary assessments made before hypothesis testing,

such as computation of descriptive statistics, analysis of common method bias, analysis of correlations and assessment of model fitness. The limitations of the study include a small sample size from a specific geographic location and a lack of specificity regarding the TESOL programs and digital technologies used. The findings of the study indicate that TESOL can promote cultural diversity and language acquisition by enabling immediate communication with speakers of other languages and granting access to genuine materials. Utilizing digital technology can facilitate the connection between TESOL and sustainable learning while enhancing self-efficacy and self-regulated learning to control this connection. The findings can be utilized to enhance language acquisition and foster multicultural understanding by integrating them into language education guidelines. The study's findings can assist TESOL practitioners in developing efficacious pedagogical approaches that foster enduring learning habits and favorable dispositions towards language acquisition.

Yermekkyzy (2022) analyzes the difficulties and experiences associated with the utilization of information and communication technology applications in English as a foreign language instruction. Twenty secondary school English teachers of secondary schools located in Kazakhstan participated in this study. They vary in terms of their experience in English language teaching from novices to experienced teachers. While experienced teachers only use applications that are mandated by the government, the findings of the study indicate that novice English teachers tend to utilize a wider variety of information and communication technology applications in English as a foreign language (EFL) instruction. This includes applications that are not mandated by the government. The survey also demonstrates that both novice and experienced English as a Foreign Language (EFL) instructors are willing to participate in additional training courses that focus on the incorporation and employment of information and communication technology (ICT) applications in the classroom.

Álvarez & Auquilla (2022) investigated whether teachers and students use technology in their own classes and to what extent they make use of digital tools in the Salasaca community. The teachers who participated in the research indicate that they use the internet and social networks quite often while blogs they are far less. The findings from the research indicate that for the students of the indigenous community of Salasaca, learning English as a foreign language presents a great opportunity for communication with English speakers from other

countries. The use of technological tools, such as visual materials and videos, is seen as important for effective language learning. The students show a preference for learning visually and display a positive propensity towards the use of technological materials. The teachers also recognize the importance of incorporating technological tools into the language teaching-learning process. They use a variety of digital tools such as the internet, social networks, and blogs to facilitate learning English. The teachers believe that the use of technological tools contributes to successful language learning and should be incorporated into the educational system. generally, the findings suggest a high level of engagement and a strong desire to learn English among the students of the Salasaca community.

Başar and Şahin (2022) conducted a content analysis study of a wide variety of research studies carried out between 2016 and 2020. The study encompassed a total of 366 studies that were conducted within the scope of technology. The research aimed to present a synthesis of the findings and recommendations derived from the investigations and to identify trends in both the national and international markets. The findings of the study indicate that there is a growing interest in studies conducted to search on this topic. Flipped classrooms and mobile assisted language learning have received much concern in recent years. The finding that the incorporation of technology has a favorable impact on students' success and motivation, which leading to high concentration level.

Pandya & Joshi (2022) researched into the integration of technology in English language teaching, highlighting the benefits and significance of using multimedia and modern technologies to enhance language acquisition. The authors discuss the role of technology in promoting language learning and the advantages of using multimedia in creating an environment for teaching English. They also explain how technology facilitates instructor's efforts to modify classroom activities and enhance language-learning experience. Findings of the study highlight the significant impact of technology, particularly multimedia technology, on English language teaching. It states that technology has transformed the teaching paradigm, making it an integral part of the learning process both inside and outside the classroom. Multimedia technology enhances language acquisition and classroom activities, allowing instructors to modify them. It also promotes students' motivation and interest, leading to increased creativity and practical language abilities. Furthermore, technology allows students

to communicate with native speakers and other language learners, resulting in a more enriching linguistic immersion. All in all, these findings highlight the positive impact of technology on English language teaching and learning.

Liang (2021) focused precisely on the efforts of EFL teachers to integrate technology into their daily teaching activities in the school districts of mainland China. It employed a single-case study design to capture the experiences and perceptions of teachers using technology in the classroom. The research utilized both quantitative and qualitative methods, including an online survey and interviews, to gain a comprehensive understanding of the phenomenon. The study distributed by an online survey to all 60 English teachers at a focal university, with 35 valid surveys returned. In addition, nine survey participants who expressed their willingness to provide further support participated in individual follow-up interviews. Therefore, the study had a total of 44 participants. The findings of the study corroborated previous research and contributed to the understanding of university EFL teachers' willingness to integrate technology into their day-to-day teaching practices. The study also probed deeper into the understanding of the challenges encountered often such as the Great Firewall and provided practical suggestions on how to facilitate their technology use in language classes properly.

Wang, Dostál, and Aziz (2019) study investigates that modern technology be utilized in order to enhance English education. Within the scope of this study, the theoretical aspects of incorporating technology into English education as well as the benefits of utilizing modern technology in English instruction and learning are specifically highlighted. The study employs a qualitative technique by conducting an analysis of the theoretical foundations of incorporating contemporary technology into English education, the drawbacks of traditional teaching methods, and the benefits of utilizing modern technology for the purpose of teaching and learning English. The purpose of this study is to inspire English teachers and educators to incorporate new technology into their teaching practices and to provide suggestions on the efficient use of modern technology in education.

Hasanah & Utami (2019) conducted a study to explore the emerging challenges of teaching English in non-native English-speaking countries at Hiroshima University, Japan. The study involved interviews with seven English teachers from China, Japan, Thailand, Senegal,

Mongolia, Cambodia, and Laos. The researchers found that the main challenges English teachers encounter in non-native English-speaking countries were as follows: irrelevant materials, as they do not meet the immediate needs of the learners, overly populated classrooms, unfavorable learning settings and resolute indifference displayed by students with extremely low-level instrumental motivation. The study also highlights efforts decidedly made to reinforce the language teaching programs to overcome these challenges through the Assistant Language Teacher (ALT) and Volunteer English Teacher (VET) programs. The study concludes that while there are challenges, there are also efforts being made to overcome them.

Ammade, Mahmud, Jabu & Tahmir (2018) investigated studies on Information and Communication Technology (ICT) integration into language teaching programs in ten different countries and analyzed their cross-cultural studies to determine what factors play crucial role in the administration of the language teaching programs in Indonesian secondary schools to improve English language teaching accordingly. The study highlights the significance of technology integration into language teaching programs to boost program outcomes and foregrounds the challenges that teachers are very likely to encounter when adopting technology into language teaching programs. It discusses factors affecting ICT integration, types of technology tools used in language teaching, and cross-cultural findings of the researches carried out in different countries. Challenges that teachers generally encounter are as follows: poor accessibility opportunities in the use of digital resources, lack of immediate technical support, poor training background, time constraints and inadequate prior training in the use of digital technology. Findings of the study mainly center on the necessity of incorporating technology into language teaching programs to overcome the prospective challenges such as limited accessibility, inadequate technical support, lack of effective prior training, time constraints, and low proficiency level of language teachers. While ICT improves performance, enhances collaboration, and promotes learning outcomes, they may also pose some challenges due to lack of enough space, inadequate resources, improper maintenance, no prior training in ICT skills and not very clearly defined educational policies. Challenges in integrating technology into higher education appear to be time constraint, over workload, lack of relevant programs, poor accessibility opportunities in the use of technological tools and lack of awareness in the use of available digital technologies. Integrating critical thinking pedagogy into teacher professional development programs can help teachers' use of ICT skills effectively. Edmodo and Google

docs are useful tools for language teaching, but prior workshops are needed to introduce them in class.

Günüç, and Babacan (2017) highlight the significance of incorporating technology into the teaching and learning of English as a second language in a manner that is both planned and purposeful in order to improve the learning experience of students. It illustrates the contributions that technology has made to the development of fundamental English language learning skills. It has been suggested that the utilization of a wide range of hardware and software resources, such as interactive boards, tablet PCs, smartphones, and multimedia technologies, can be advantageous for students to boost the process of language acquisition. In addition, the research indicates that although technological tools have the potential to improve language teaching skills, teachers are expected to possess knowledge and acquire skills necessary to successfully incorporate technology into their daily teaching practices. Additionally, the study emphasizes the significance of time and classroom management skills as crucial factors to be taken into consideration. Overall, the incorporation of technology into the teaching and learning of the English language has the potential to have a great influence provided it is carried out in an efficient manner.

Mulyono & Halim (2015) provide practical and research-based findings on how the use of technology tools such as online language corpora, e-feedback systems, classroom-based chat rooms, and digital video projects to promote learner autonomy, motivation, interaction, and individualized learning. The study concerned extensively discusses approaches and methods such as blended learning and Web Quest, which include the combination of traditional and digital learning activities. The study's findings emphasize the advantages of incorporating information and communication technology into foreign language teaching programs. This technique implies that it alters the learning environment and fosters a favorable disposition towards learning. Blended learning and the integration of conventional teaching approaches along with online components can augment the effectiveness of learning, particularly in EFL setting such as Saudi Arabia, where gender interaction is restricted. Nevertheless, online readings have lower popularity compared to traditional textbooks as a result of generational disparities, preferences in learning styles, and variations in types of learners. The motivation and autonomy of teachers have direct relationship with the level of student motivation, and an

increasing number of teachers are engaging themselves in self-access learning programs. Information and communication technology applications include both benefits and constraints when it comes to offering comments on student essays. Internet chat rooms facilitate learner autonomy, foster engagement, and provide tailored learning opportunities. Student-generated movies and other digital applications have a great impact on vocabulary acquisition, reading skills, and oral communication proficiency.

2.4 Challenges encountered while integrating technology use into EFL classes

The challenges encountered while incorporating technology into English education have been categorized as external challenges, like support and training, and internal ones like belief and attitudes. Van Braak (2001) proposes a more detailed classification dividing them into four distinct types such as material and financial obstacles, characteristics specific to the school, human-related issues, and support-related difficulties.

An issue commonly encountered by K-12 instructors in the USA, Egypt, Iran, and Malaysia is related to the limited accessibility to computers, which poses challenges in terms of the use of materials and the management of the financial resources (Chiero 1997; England 2007; Taghizadeh and Hasani Yourdshahi 2019; Yunus 2007). Moreover, the existence of technical resources has been recognized by secondary school teachers in China as a crucial factor influencing the incorporation of technology (Li 2014), as well as the exploitation of digital technology in English language teacher education in Türkiye, Poland and Portugal (Aşık et al. 2019). Moreover, the lack of administrative infrastructure is a substantial barrier to the utilization of technology. Ashrafzadeh and Sayadian (2015) conducted a study that specifically targeted English as a Foreign Language (EFL) university lecturers in Iran. Therefore, it seems that the issue of inadequate educational resources and extremely limited financial support are among the issues that have been affecting outcomes of the language teaching on the whole.

Inadequate educational resources and extremely limited financial support are among the issues that have been affecting the prospective outcomes of language teaching due to limited time available in school schedules (e.g. Bauer and Kenton 2005; Comas-Quinn 2011; Pelgrum 2001; Singh 2019). In the aftermath of semi-structured interviews, Singh (2019) reached a conclusion that the typical weekly time table of English classes was insufficient for

implementing high-tech based technology in language teaching programs where classes usually last between 40 to 45 minutes. According to Yunus (2007), teachers are not provided with adequate time allocation to utilize computer skill the way they are required to. Furthermore, the configuration of school curriculum and evaluation criteria employed also impose substantial responsibility upon teachers expected to utilize technology and incorporate it into their daily teaching practices (England 2007; Gruba and Chau Nguyen 2019).

When it comes to human matters, the opinions and openness of teachers towards technology have been identified as one of the most significant factors in the incorporation of technology (Mumtaz 2000; Thang et al. 2014; Van Praag and Sanchez 2015). Moreover, a limited comprehension of the capabilities and possibilities of educational technology is regarded as a notable constraint to the incorporation of technology (Blake 2007; Comas-Quinn 2011; van Braak 2001). Teachers encounter a substantial challenge while incorporating technology into their daily teaching practices since students have extremely limited skills in the use of digital technologies, as noted by Gruba and Chau Nguyen (2019).

Regarding technical support, the studies demonstrate the significance of professional training, technical assistance, hardware maintenance, instructional guidance, and support provided regularly by school leaders and institutions in the proper use of digital technologies available at secondary schools. These forms of assistance are regarded as crucial components of the new-fangled language teaching programs enriched by incorporation of digital tools. The challenges encountered by university EFL instructors in integrating technology have not been thoroughly investigated, particularly within the Asian context (Ashrafzadeh and Sayadian 2015). As a result, this study not only aimed not only to investigate teachers' perspectives on the effective use of digital technology but also to delve deeper into prospective challenges and obstacles they encounter while incorporating digital tools into their daily teaching practices.



3. Methodology

3.1 Presentation

This chapter offers an in-depth study of the methods employed throughout the study. It is divided into five sections, each providing detailed information on various aspects of the research. The first section delves into the research design, outlining the framework implemented to conduct the study. It provides comprehensive explanation of the research design, including its purpose, the research questions, and the hypotheses the research is based on. The second section focuses on the research population and sampling, describing how the participants were selected, the criteria selected for the assessment, and how the researchers ensured that the sample was representative of the population that participated in the research.

The third section discusses the tools and methods used to collect data, such as surveys, interviews, or observations, as well as how the instruments were validated to ensure accurate and reliable results. The fourth section focuses on the data collection process, detailing the procedures for collecting data, such as scheduling interviews and administering surveys, and how data privacy was safeguarded. Finally, the fifth section covers data analysis, describing how the collected data was analyzed and the techniques and software used, as well as how the researchers drew conclusions from the data and ensured that the results were valid and reliable. In sum, this chapter provides comprehensive and thorough account of the methods employed in the study, ranging from the research design to the data analysis.

3.2 Research Design

This research study delves into the attitudes of students towards technology use in language classes at two schools in Erbil - Barz Private School and Fakhir Mergasori Public School. The study employed a qualitative research methodology that allowed educators to gain insights into how technology is currently being used, identify potential challenges, and observe how technology impacts student learning and engagement (Khlaif et al., 2022). The study also measured student and teacher satisfaction with technology in both school settings. The primary objective of the research was to understand student and educator attitudes towards technology use. The study involved a mixed method, which is a combination of both qualitative and quantitative research methodology to provide a comprehensive understanding of both teachers and students' attitudes towards technology use in EFL classes. By analyzing the data collected during the research, teachers can develop effective strategies to enhance learning outcomes and optimize their use of technology to support student learning. The insights obtained from this study can help teachers create a more engaging and interactive learning environment that effectively supports student learning and development. Ultimately, this research study will help teachers across schools to better understand the impact of technology use on student motivation and academic achievement to boot.

3.3 Participants

The whole study is based on the research conducted in Erbil, Iraq to collect data on how effectively both private and public secondary school students use digital tools in their language

classes. The sample size consisted of a total of 150 students. While 75 private school students participated in the research, the same number of public secondary school students were also selected to join. In addition to the students, the study also gathered data on how effectively secondary private and public-school teachers use digital technology through semi-structured interviews with 20 teachers, 10 of whom were from the private school while the rest 10 were from the public school. The participants were chosen through a convenience sampling method, which is frequently utilized in L2 research. This method involves selecting members of the target population based on the study's objectives (Emerson, 2021). During the research the same teacher conducted whatever planned to collect the data, and the data were collected in line with the objectives of the study to provide a comprehensive understanding of the language learning strategies employed by students both in the public and the private school in Erbil, Iraq.

Table 1

Gender background of students in both private and public schools

Participants of the study	Gender	No in public	No in private	Percentage
	Male	50	40	60 %
	Female	25	35	40%
	Total	75	75	100 %

Table 1 shows that the study involved a total of 150 participants selected from both private and public schools. Out of these 150 participants, 50 of them were male students in public schools and 40 in private schools. On the other hand, the number of female students was 25 in public schools while it was 35 in private schools. Based on these figures, we can conclude that male students comprised 60% (n=90) of the total number of participants, while the female students made up 40% (n=60) of the total. Therefore, it is clear that the number of male students who participated in the study was higher than that of female students, indicating gender disparity in the study's sample.

Table 2

Mean of the ages of participants of Private and Public schools.

Ages of the participants	Ages	No Pv	Percentages	No Pb	Percentages	Mean of the ages
	14	29	38.7%	27	36%	14.68
	15	34	45.3%	45	60%	
	16	8	10.7%	3	4%	
	17	4	5.3%	0	0	
Total		75	100	75	100	

According to the table 2 the age distribution of students in public and private schools is provided in the table below. The total student population is 150 and is divided into four age groups: 14, 15, 16, and 17 years old. In public schools (Pb), the majority of students are 15-year-old students, corresponding to 60% (45 students) of the total population. A smaller portion of participants are 14-year-old public school students, comprising 36% (27 students). Only a few students (4%, or 3 students) are 16 years old and none are 17. Private schools (Pv) have a more balanced distribution of students across the 14 and 15 age groups. 29 students (38.7 % of the total number of students) are 14 years old while the remaining 34 students (45.3 % of them all) are 15 years old. Eight students (10.7%) are 16 years old and none are 17, the average age of both public and private school students appears to be 14.68 years old. There is a relatively even distribution of the student participants who appeared to be aged between 14 and 15 across the schools concerned.

3.4 Instruments

Two questionnaires have been designed and administered for this study; one for the students and other for teachers.

3.4.1 Students' Questionnaire

A questionnaire consisting of fifteen questions was administered to investigate how constant use of technology positively affect student motivation to help promote it gradually. The subjects were given the questionnaire and an item analysis was performed. Kalanzadeh, Soleimani & Bakhtiarvand (2014) conducted the same research in their study. The questionnaire they originally used in their study included 15 items to be answered by choosing

either Agree, Neutral or Disagree. However, for our research, we used an adapted version with five-point Likert scale (ranging from "Not at all" to "Very much") to respond to our third and fourth research questions inquiring about students' typical attitudes toward technology use in both public and private school EFL settings. Additionally, we added nine other choices to the questionnaire to determine if students ever used technology in specific ways in their language classes. The Cronbach's Alpha values for internal consistency of the survey were 0.7 with a sample size of 150.

3.4.2 Teachers' questionnaire

To examine the attitudes of teachers toward the implementation of smart boards in EFL classes, a questionnaire developed by Dori & Kurtz (2015) and Obaid, & Faravani (2022) was administered. The questionnaire consisted of 10 questions designed to be answered using five-point Likert scale ranging from Strongly Agree (1) to Strongly Disagree (5). The questionnaire was designed in such a way as to demonstrate a proper internal consistency, with a Cronbach's Alpha value of 0.7 (N=100), which is deemed acceptable.

3.5 Data collection

The researcher obtained two permissions: one from the ethics committee of the university which offers the MA TEFL program concerned and other from the ministry of Education to conduct the research concerned. The study aimed to collect data using two different questionnaires: one composed of 15 items developed properly for both public and private school students to answer and another developed particularly for the teachers to answer regardless of the schools where they teach English. The researcher ensured that all participants' personal information would be kept confidential and that participation was absolutely voluntary. Before administering the questionnaire, the researcher explained the purpose of the study to the participants, emphasizing the significance of their frankness in responding to the items. The scales were used to measure their proficiency in English language use. The study was designed to continue 16 weeks, and the data collection process commenced in week 10. During this time, the researcher was responsible for administering and collecting the

questionnaires from all participants right after the usual class period. All participants completed the questionnaire concurrently.

3.6 Data Analysis

In order to conduct the research, the data were analyzed by using two different questionnaires and then entered into Statistical Package for the Social Sciences (SPSS) version 25 for analysis. The research study aimed to respond to various research questions pertaining to the propensity of both students and teachers toward digital technology use in their language classes, for each of which descriptive analysis was used. The first research question was designed to investigate the attitudes of teachers towards the use of technology in the public or state schools. The second research question aimed to explore the attitudes of teachers towards technology use in private schools. The third research question delved into the effective use of technology by students in public schools, while the fourth research question aimed to explore the opinions of students on the constant use of technology in private schools.

The answers given to the first question did not indicate a clear-cut opinion of the public-school teachers as to whether the use of digital tools is necessary in language learning classes. While some of them seemed to favor the use of the tools available, the rest were not for the idea of using technology in their language classes. However, the answers received from the teachers working in the private school indicated that a few of them did not think that the use of digital tools are really necessary, while some appeared to favor the use of them and some of them doubted whether the tools could really help develop interactive activities to boost communicative competence of the students.

In response to the second questions, those working in the public school underlined the significance of integrating digital tools into their day-to-day teaching practices without ignoring the use of already existing methods and approaches. The private school teachers highlighted the potential for the digital technology available in their school in order for them to support students' efforts to learn what they are studying. They believe that these new-fangled tools could help them learn and retain vocabulary items better.

Their responses to the third question indicated that they had some problems associated with the technology use in their classes. They said that they often encountered challenges due

to some intermittent electricity supply cutoff, high-cost digital materials, poor internet connection, not being able to cover the content of the syllabus due to time constraint, constant use of technology often paves the way for boredom and poor student concentration on the subject matter of what they are learning, and the like. Nonetheless, they all believe that they still have to incorporate digital technologies into their EFL classes not to lag behind in the proper use of technology in a rapidly changing global world. It really is a prerequisite to keep up with the all the developments and modern props of living.

In response to the fourth question, they pointed out that constant use of digital tools may cause aforementioned problems, but they still prove to be of great use as they help boost students' learning and motivated them to a great extent if they were used properly when and where necessary.

Results

4.1 Presentation

This chapter presents a detailed analysis of the research conducted to answer four specific questions pertaining to the use of technology in EFL classes. The student questionnaire was used to analyze the third and fourth research question. The second questionnaire, designed to administer as a teacher questionnaire, consists of two parts: the first part contains 9 questions designed to be answered by choosing from the alternatives given on a 5-point Likert scale (1=not at all 5=very much), whereas the second part is composed of 5 open-ended questions. Teachers' questionnaire has been used to analyze first and second research question concerning teachers' attitude toward using technology in public and private schools.

4.2 Findings of the study

4.2.1 Experience years and technology skills of teachers in public and private schools

In order to find experience years and technology skills data was analyzed by using Descriptive Statistic-Crosstabs. As seen in table 3 below.

Table 3. *Cross tabulation of years of experience and digital technology skills for public school teachers.*

<i>Years of experience</i>	<i>Technology skills</i>		<i>Total</i>
	<i>Good</i>	<i>Almost digital native</i>	
2	1	1	2
3	1	0	1
5	1	0	1
7	1	1	2
8	1	0	1
10	1	0	1
12	1	0	1
14	1	0	1
Total	8	2	10

Table 3 is used to tabulate the data collected on the number of years of experience the participant public school teachers have had in order to offer a comprehensive look into the relationship between years of experience and the digital technology skills developed over the years. It reveals a diverse range of years of experience among the teachers spanning from two to fourteen years of experience. This variance in experience is crucial in the understanding of the range of pedagogical skills and classroom management techniques they use actively. When it comes to the effective use of technology skills, the majority of teachers, eight out of ten, can be regarded as having good technology skills. This suggests a strong baseline competency in utilizing technology in educational settings, which is increasingly important in today's digital learning environments. Moreover, there are two teachers who can be regarded as almost digital native. These teachers are likely to be highly proficient in integrating technology into their teaching practices, potentially offering innovative approaches to language teaching and learning. Below table 4 displays the data of cross tabulation of private teachers' technology skills and number of years of experience.

Table 4: Cross tabulation of years of experience and digital technology skills for private school teachers.

<i>Years of experience</i>	<i>Technology skills</i>		<i>Total</i>
	<i>Good</i>	<i>Almost digital native</i>	

2	1	0	1
3	1	0	1
5	0	1	1
6	0	2	2
8	1	1	2
10	0	1	1
12	0	1	1
15	0	1	1
Total	3	7	10

Based on the data displayed in table 4, it is secure to point out that the private school teachers concerned have a diverse range of experience, spanning from two to fifteen years, with the most common experience levels being three to six years. In terms of technology skills, the majority of the teachers (70%) are categorized as having almost digital native skills, indicating a high level of mastery and proficiency with technology. This is a notable strength, as it suggests that these teachers are very likely to be capable of integrating technology into their teaching practices effectively. The remaining 30% are described as having good technology skills, which still denotes a positive level of competence in the proper use of technology, though not as advanced as their almost digital native teachers are.

All in all, this shows that a blend of experience levels and a strong inclination towards proficiency in technology use suggest a dynamic and capable team of teachers who appear to be competent enough to foster their technological skills to enhance their pedagogical effectiveness

4.2.2 Teachers responses to the open-ended questions concerning the use of technology in public and private schools

The data were collected through the responses of 20 teachers to the open-ended questions listed in Table 5 and analyzed accordingly. The assessment was done to determine the results of the content analysis.

The first open-ended question "Do you think we can avoid using technology in L2 classes when our students are already digital natives?" inquired whether the use of technology is really necessary in EFL classes. In response to the question above, the majority of teachers working in the public school said that they tend to refrain from using technology, which does not explain

what they really mean by what they say exactly regarding the necessity of technology use in language classes. Some teachers believe that utilizing different methods can enhance their digital skills, while others really feel that technology is essential to enhance language learning in EFL classes. Only one teacher expressed his view saying that technology is not really necessary if students are already familiar with it and use the digital tools in their own studies. Conversely, responses from the private school teachers indicated a more diverse range of opinions. Two out of ten teachers doubted that technology could make classes interactive and enjoyable. In contrast, others believe that technology plays a vital role in English language learning, believing that technology use aids cognitive development and vocabulary learning and retention through the digital tools available. In addition, two teachers highlighted the potential of technological investments made in private schools to boost student progress.

The second question brings up an important debate regarding whether we should prioritize traditional teaching methods over the use of technology in L2 classes or not. In response to this question, half of the teachers working in the public school stated that we should not ignore the significance of technology use in our schools. One teacher emphasized the necessity of employing modern educational developments stating that traditional methods should also be recognized essential to language learning in our rapidly changing world. Another teacher highlighted the potential for technology to create interactive and enjoyable learning experiences, while another stressed the importance of maximizing the use of digital technologies. Meanwhile, half of the private school teachers also touched upon the significance of the integration of technology into education, emphasizing the need to cater to different learning styles and adapt to the diverse needs of the rapidly changing world.

In response to the third question, "Are there any problems associated with the use of digital technology in L2 classes regardless of the grade of the L2 learners? What, for example?" the teachers working in the public school exhibited various perspectives. Four of the teachers indicated that they did not experience any problems associated with the use of technology in their classes. However, two teachers mentioned that time management was a challenge for them as they struggled to cover their planned curriculum daily. Another teacher noted that excessive use of technology could stifle learners' creativity. The remaining three teachers highlighted some issues related to the problems such as intermittent electricity supply cut off, poor internet

connections, lack of immediate technical support, incompatible system of technology established in the school, and the like when incorporating technology into their classes. Half of the private school teachers who participated in the research pointed out that they did not encounter any problems associated with technology use in their school. Nonetheless, four teachers identified issues related to high material costs, difficulties in maintaining young learners' attention, difficulty in selecting the right tools for particular classes, and poor electricity supply services. The opinion of one teacher is outstanding because s/he remained optimistic despite all the challenges and difficulties they encounter in their daily teaching practices.

In response to the fourth question, which reads "Do you think the use of technology in L2 classes is a prerequisite rather than an option?", nine of the teachers working in the public school expressed their belief that it is indeed a prerequisite due to its integral role in their daily classes. However, one teacher argued that it should be an option, stating that certain topics do not necessitate the use of technology. In contrast, six private school teachers expressed their view as to the fact that the use of technology is a prerequisite in language classes because it enhances both teaching and learning skills. One teacher mentioned that traditional methods requiring the use of whiteboards and textbooks can also be used along with the digital technologies, while another teacher emphasized the benefits of incorporating technology into language learning classes. The remaining two teachers believe that technology is not only an option but also a prerequisite.

The fifth question, which reads "Do you think we should incorporate digital technology into lessons as much as possible? If we did, would that be tiring or absolutely motivating for learners at all levels?" Two teachers working at the public school appeared in favor of using technology in classes while two of the rest believe that it should be used only when necessary. Three teachers support the idea of integrating technology, and the remaining three believe that it motivates students to learn better. Three of the teachers working at the private school agree on the point that integrating technology into language classes motivates students to a great extent, while two of the teachers believe that it also saves a lot of time. Three of the remaining teachers think that integrating technology improves learning processes and is therefore functional to a certain extent. One of the teachers emphasized the fact that integrating digital

technology helps develop learners' skills at all levels, and the rest of teachers believe that professional educators have to integrate it into their day-to-day teaching practices.

4.3 Findings of the research questions

4.3.1 Findings reached through the responses to the first research question

What are EFL teachers' attitudes towards technology use in the public secondary school?

This research question has been formulated in such a way as to investigate attitudes of teachers towards technology use in public schools. In order to reach the result expected of the descriptive statistics, frequency scales have been worked out properly. Table 5 below, therefore, displays the results of first research question.

Table 5. Teachers attitude toward technology use in public schools.

No	Items	1	2	3	4	5
1.	I can easily access the available technology in the school when I need it.	10	20	10	40	20
2.	I feel confident in my ability to integrate multiple technologies into my instruction.	10	10	10	40	30
3.	I design activities by integrating technology into my teaching when and where possible.	10	10	50	10	20
4.	I have enough time to prepare technology- based lessons.	10	10	10	50	20
5.	I believe that integrating technology into my curriculum is important for student success.	10	10	50	20	10
6.	I am aware of the resources available by the district that can help me learn how to integrate technology.	10	10	50	20	10
7.	I do not have the technology-based skills to support students when they use technology for a project.	20	30	30	10	10

8.	I am familiar with the sort of digital technology available in our school.	10	10	10	40	30
9.	I am familiar with the copyright laws that govern the acceptable use of technology (including using material from the Internet).	10	10	30	10	40

NOTE: 1: not at all, 2: only a little, 3: to some extent, 4: rather much 5: very much.

Numbers given denote the percentages

The table 5 displays tabular representation of the attitudes of 10 public school teachers toward technology use in their language classes. The table uses a five-point Likert scale where 1 represents "not at all" while 5 represents "very much." The data indicate that most teachers (80%) have easy access to the digital technology available at their school. In comparison, a majority of teachers (60%) are not aware of the technological resources available to support them. However, the teachers' confidence exhibited regarding whether to integrate technology into their instruction appears neutral as 40% of the participating teachers report that they feel "rather much" confident, while 30% of them all report that feel "very much" confident regarding the use of digital technology resources available at their school. 50 % of the teacher responses seem neutral as they do not indicate whether the teachers are for the idea of integrating technology into their language classes. Based on the data, it is secure to state that there is a need for providing additional professional development opportunities tailored to the needs of teachers who demand additional support in their effort to integrate technology into their daily teaching practices. Moreover, many teachers are concerned about their limited time allocated to the development of technology-based lesson plans. Specifically, 50% of the participants reported that they enjoy having time allocation to "some extent", whereas 20% of them all reported that they have had "very much" time to devote to their language classes. The data reveal uncertainty regarding teachers' ability to support students' learning efforts with digital tools. 40% of teachers feel prepared "to some extent" regarding the use digital technology to support their teaching practices, while 30% of them feel "only a little" prepared as to how to integrate technology into their teaching practices. This indicates a need for professional development programs aimed at enhancing teachers' technological skills to better

support their students. In conclusion, the data suggest that while teachers working in the public school have access to digital technology resources and regard technology use as a valuable resource for student success, they may need to attend professional in-service training programs to feel more confident and better skilled in integrating technology into their instruction. Addressing these areas could enable the schools to empower their teachers to leverage technology use to enhance student learning.

4.3.2 Findings reached through the responses to the second research question

What are EFL teachers' attitudes towards technology use in the private secondary schools?

This research question probes deeper into the teacher attitudes towards technology use in the private school where the interviews were held. In order to find descriptive statistics frequency scales have been worked out and tabularized accordingly. Table 6 below exhibits the results of the interview that centered on the second research question.

Table 6. Teachers' attitude toward technology use in the private schools.

No	Items	1	2	3	4	5
1.	I can easily access the available technology in the school when I need it.	10	10	10	40	30
2.	I feel confident in my ability to integrate multiple technologies into my instruction.	10	10	10	20	50
3.	I design activities by integrating technology into my teaching when and where possible.	10	10	20	30	30
4.	I have enough time to prepare technology- based lessons.	10	10	30	40	10
5.	I believe that integrating technology into my curriculum is important for student success.	10	10	10	30	40

6.	I am aware of the resources available by the district that can help me learn how to integrate technology.	10	10	30	30	20
7.	I do not have the technology-based skills to support the students when they use technology for a project.	40	30	10	10	10
8.	I am familiar with the sort of digital technology available in our school.	10	20	10	20	40
9.	I am familiar with the copyright laws that govern the acceptable use of technology (including using material from the Internet).	10	10	20	30	30

NOTE: 1: not at all, 2: only a little, 3: to some extent, 4: rather much 5: very much.

Numbers given denote percentages.

Table 6 explores the attitudes of 10 private school teachers towards technology use in their classes. Based on the data collected, a majority of the teachers (80%) report that they have easy access to the digital technology resources available in their school. Similarly, a majority of teachers (60%) are aware of the technological resources available to support their teaching practices, which indicates a positive attitude toward the use of technology in their schools. Regarding teachers' confidence and integration of technology into EFL settings, the data collected indicate that a positive attitude among teachers. 70% of teachers explain that they feel confident in integrating technology into their instruction, while only 10% of them report that they do not feel confident at all. Similarly, 60% of teachers report that they integrate technology into their language classes to some or great extent. These findings suggest that the private school teachers appear more inclined to integrate technology into their instruction than the public school teachers are. As making their lesson plans incorporating appropriate digital tools requires appropriate time allocation, teachers often complain that they allocate time to digitally enriched language classes to some extent. While 50 % of the participants report that they do not allocate time to digitally enriched language classes, only 40 % of them can allocate time to some extent. However, the data display a strong positive outlook on the significance of

technology integration. 90% of the respondents believe that it is important for students to succeed whatever they do to learn L2 to some extent or very much. This highlights a potential disparity between the perceived value of technology integration and the time allocated to implementing such programs effectively. Regarding skills and support, the data reveal a positive outlook on the teachers' ability to support students with modern props of digital technology use. While 70 % of the participants declare that they are content with their proficiency level they reach in the use of digital tools, only a small portion of is able to develop skills required to make effective use of digital technologies. Only 20 % of them feel 'inadequate' as to the proper use of technology incorporated into EFL classes. This suggests that the private school teachers feel more confident in the use of effective technological skills to better support their students than public school's teachers do. In conclusion, 80% of private school teachers have easy access to technology, and a majority of teachers (60%) are aware of the technological resources available to support them, which entails technology integration into language teaching programs administered in these schools. 70% of teachers appear confident in integrating technology into their teaching, but there is still a discrepancy between technology integration and time allocation to tech-based lessons. Nevertheless, 70% feel prepared to support students' learning efforts with the proper use of digital technology when and where possible.

4.3.3 The third research question

What are EFL students' attitudes towards using technology in classes in the public secondary schools?

This research question was designed to delve deeper into the public secondary school students' attitudes towards technology use in their classes and to what extent technology integration has had a positive impact on their success in their language learning studies. In order to display descriptive statistics frequency scales have been worked out properly. Table 7 displays the frequency of students' replies to the items of the questionnaire administered at the public school concerned.

Table 7. Students attitude toward using technology in the public school.

Item no	Questions	1	2	3	4	5
1.	Use of Technology in our language classrooms increases my motivation.	8	14.7	28	28	21.3
2.	We should use technology in our classroom for every lesson	10.7	22.7	24	18.7	24
3.	Authentic materials downloaded from the internet make me active in the learning process	9.3	14.7	21.3	28	26.7
4.	Computer-based teaching activities make the lessons more enjoyable.	2.7	2.7	17.3	14.7	62.7
5.	Technology can be boring and unnecessary.	65.3	21.3	8	1.3	4
6.	I can understand language better when my teacher uses technology in the class.	4	8	26.7	28	33.3
7.	We always need technological devices in language classrooms.	6.7	28	20	26.7	18.7
8.	Different technological devices should be used in the class to increase my motivation for learning English.	4	8	24	17.3	46.7
9.	If my teacher uses power point presentations, lessons can be more enjoyable	2.7	6.7	13.3	29.3	48
10.	When we use technology every time, it makes the lessons boring.	34.7	29.3	16	6.7	13.3
11.	Films, videos, CDs and e-learning can be helpful to develop my language skills.	1.3	5.3	5.3	13.3	74.7
12.	I should use technology during my project works in EFL classes.	10.7	12	36	20	21.3
13.	If we have a chance of teleconferencing via distance education with other schools, this can be challenging for me.	18.7	10.7	26.7	17.3	26.7
14.	My teacher should use more technology in the classrooms.	6.7	8	28	28	29.3
15.	Computer-based lessons are more enjoyable and effective than traditional lessons.	2.7	6.7	13.3	26.7	50.8

NOTE: 1: not at all, 2: only a little, 3: to some extent, 4: rather much & 5: very much.

Numbers denote percentages

Table 7 presents the findings of the survey conducted to explore student attitudes toward the integration of digital technology into the language learning study in the public school. The survey utilized a five-point Likert scale ranging from 1 ("not at all") to 5 ("very much") to come up with the extent to which the students agree with what is asked of them through various statements concerning the use of technology in language classes. Key insights include a predominantly positive stance among students regarding the role of technology use in enhancing the educational outcome of the language teaching program. A significant 48% of respondents report that PowerPoint presentations increase the enjoyment of learning while a majority, 74.7% affirm the value of digital resources such as films, videos, CDs, and e-learning tools in aiding language skill development.

Technology's role in promoting active learning is underscored by 44% of students who find that authentic materials found on the internet engage them more actively in their learning process. For project work, especially in English as a Foreign Language (EFL) contexts, 57.3% of students recognize the fact that technology is a highly beneficial tool. Over half of the respondents (50.8%) express a preference pertaining to the use of digital tools for the very fact that they feel more motivated, derive so much enjoyment and find computer-based lessons absolutely engaging when compared to technology-free language classes. Along with the overall positive feedback, the survey also identifies concerns and areas for improvement in the use of digital technology. However, the constant use of technology is severely criticized by 34.7% of the students, who have the notion that it can distract their attention and detract them from the learning experience and mainstream objectives as they make lessons monotonous in the long run. 26.7 % of the respondents encounter difficulties and due challenges, particularly when they are teleconferencing with other schools. Opinions vary on the efficacy of technology use in enhancing comprehension; 33.3% of respondents strongly support the idea that technology promotes comprehension, while 26.7% disagree on the point that integrating technology necessarily improves language comprehension. This suggests a disparity in the issue discussed so far because it all depends on how various technological teaching methods are perceived by students. In summary, while the data display a favorable disposition towards technology use in education, highlighting its potential to enrich learning and engagement, it

also signals warnings as to the necessity to provide balanced and thoughtful integration. This entails addressing the nuances of student engagement and tailoring technology use to the needs of students and teachers to optimize educational outcomes, suggesting a strategic approach to the application of technology in educational settings.

4.3.4 Findings reached through the responses to the fourth research question

What are EFL students' attitudes towards using technology language classes in the private secondary schools?

This research question requires private school students' answers regarding the extent to which they feel motivated when they study English in technology integrated language learning classes. Table 8 shows the frequency of students replies to the items of the questionnaire administered at the private secondary school.

Table 8. Students attitude toward using technology in private schools.

Item no	Questions	1	2	3	4	5
1.	Use of Technology in our language classrooms increases my motivation.	4	8	28	30.7	29.3
2.	We should use technology in our classroom for every lesson	14.7	12	24	20	29.3
3.	Authentic materials downloaded from the internet make me active in the learning process	6.7	16	30.7	25.3	21.3
4.	Computer-based teaching activities make the lessons more enjoyable.	8	4	14.7	32	41.3
5.	Technology can be boring and unnecessary.	60	14.7	9.3	9.3	6.7
6.	I can understand language better when my teacher uses technology in the class.	5.3	5.3	37.3	26.7	25.3

7.	We always need technological devices in language classrooms.	6.7	13.3	25.3	21.3	33.3
8.	Different technological devices should be used in the class to increase my motivation for learning English.	8	5.3	14.7	33.3	38.7
9.	If my teacher uses power point presentations, lessons can be more enjoyable	12	5.3	14.7	21.3	46.7
10.	When we use technology every time, it makes the lessons boring.	24	29.3	20	10.7	16
11.	Films, videos, CDs and e-learning can be helpful to develop my language skills.	4	9.3	18.7	14.7	53.3
12.	I should use technology during my project works in EFL classes.	4	8	20	33.3	34.7
13.	If we have a chance of teleconferencing via distance education with other schools, this can be challenging for me.	13.3	16	17.3	24	29.3
14.	My teacher should use more technology in the classrooms.	9.3	10.7	33.3	21.3	25.3
15.	Computer-based lessons are more enjoyable and effective than traditional lessons.	8	9.3	9.3	24	49.3

NOTE: 1: not at all, 2: only a little, 3: to some extent, 4: rather much & 5: very much.

Numbers denote the percentages

Table 8 displays the data collected on "Students' Attitudes Toward Using Technology in Private Schools" provides the reader with a summary of the outcomes obtained from a survey instrument that has been used to assess student perceptions of technology integration into language classes. The data concerned are displayed through the table tabularized with a five-point Likert scale ranging from 1 (Not at all) to 5 (Very much). Additional percentages are also included to provide further context for the data. The table highlights several key findings such as the positive perceptions of technology use for presentations and computer-based lessons. The majority of the respondents (46.7% and 49.3%, respectively) found these methods to be enjoyable. Students also have given answers to the item questioning the effective use of films, videos, CDs, and e-learning tools favorably. The data gathered through this item exhibit a

positive response regarding appropriate and effective use of technology in language classes to develop their language learning skills. A majority of 53.3% of the respondents have reported that they find the use of digital resources mentioned above highly effective. However, there was a more neutral perspective regarding the use of technology in every lesson. While 29.3% of the respondents found this approach boring, 24% of the students indicated that it makes lessons more enjoyable. Additionally, a noteworthy majority of students (60%) expressed the view that technology sometime becomes boring and unnecessary.

In conclusion, the data presented through the table suggest that students generally hold a positive attitude toward technology integration into private school language classrooms. However, a significant portion of the student population regards such integration as useless or unnecessary. To ensure a balanced learning environment that can promote the benefits of proper technology use teachers are always in a state to carefully consider these findings and adjust their approach accordingly, while acknowledging the preferences of all students.

4.4 Findings about using technology in EFL classes from public and private schools

In order to investigate to what extent technology-integrated EFL classes in the public secondary school can enhance language leaning, the answers of the students are tabulated in the following table in such a way as to allow opportunity for the reader to compare the means reached. Table 9 show mean the scales of means reached through the answers of the students of public secondary school.

Table 9. The use of technology in EFL classes in the public secondary school.

No of items	Items	N	Means	Level
1.	Use the digitals tools available at school.	75	1.40	High
2.	Follow the classes when appropriate digital tools are used.	75	1.16	Low
3.	Use internet platforms when I need information regarding what I study.	75	1.21	Low
4.	Easily participate in all the computer-based activities in English classes.	75	1.49	High
5.	Integrate what I learn through internet into my own studies.	75	1.25	Low

6.	Use some favorite games like Kahoot to boost my vocabulary learning.	75	1.19	Low
7.	Use digital devices when and where possible.	75	1.39	Moderate
8.	Follow the on-line courses broadcast on tv.	75	1.48	High
9.	Use power point to present my studies in our English classes.	75	1.36	Moderate

Table 9 presents the self-reported means of 75 public secondary school students regarding their use of technology in EFL classes. The means are classified into three levels: high, moderate, and low. The key findings indicate that students seem to be highly motivated while using the digital tools provided by the school (mean = 1.40) and participating in computer-based activities (mean = 1.49). They also reported a high level of comfort while following online courses (mean = 1.48). In terms of moderate comfort level, students reported that they feel so while using digital devices in general (mean = 1.39) and PowerPoint for their own presentations (mean = 1.36). However, the areas where students reported lower levels of comfort include the settings as follows: classes where digital tools are constantly used (mean = 1.16), use of online platforms to find information (mean = 1.21), integration of online information into their studies (mean = 1.25), and the use of games for vocabulary learning (mean = 1.19). Table 10 displays the mean scores of the answers of the private secondary school students regarding the range of technology use in their EFL classes.

Table 10. Using technology in EFL classes in private schools.

No of items	Items	N	Means	Level
1.	Use the digitals tools available at school.	75	1.20	Moderate
2.	Follow the classes when appropriate digital tools are used.	75	1.13	Low
3.	Use internet platforms when I need information regarding what I study.	75	1.32	High
4.	Easily participate in all the computer-based activities in English classes.	75	1.17	Moderate
5.	Integrate what I learn through internet into my own studies.	75	1.08	Low
6.	Use some favorite games like Kahoot to boost my vocabulary learning.	75	1.39	High

7.	Use digital devices when and where possible.	75	1.40	High
8.	Follow the on-line courses broadcast on tv.	75	1.35	High
9.	Use power point to present my studies in our English classes.	75	1.13	Low

Table 10 presents the results of a survey conducted involving 75 public school students' answers to the items designed to assess how proficient they are in the use digital technologies in their EFL classes. The survey measured their comfort levels from high, moderate to low depending on what sort of digital tools they use at the moment. The students reported the highest level of comfort while using the digital tools provided by the school and participating in computer-based activities. They felt comfortable following online courses. The students exhibited moderate comfort concerning the use of digital devices in general and PowerPoint presentations in particular. However, the survey also revealed that the students reported lower levels of comfort in certain areas such as those that include using online platforms to find information, integrating information learned online into their studies, and using games for vocabulary learning. Overall, these findings suggest that while students are comfortable using digital tools and participating in computer-based activities, they still need to improve their proficiency in utilizing digital technology for certain academic tasks.

Discussion and Conclusion

This chapter elaborates on the findings of the study reached through the research questions and focuses on what is to be derived from the comparison between the results of this study and those of the previous ones. Student attitudes towards technology use both in public and private schools have been thoroughly explored with due care and effort. Then how teachers consider the necessity of technology use both in public and private schools. Then teacher's attitude towards technology have been investigated in public and private schools respectively.

The findings reached through the quantitative and qualitative researches conducted in the public schools highlight the fact that while students are provided with easy access to technology in order for them to develop their ICT skills, teachers have ample opportunity to acquire all the necessary skills, develop confidence and receive constant support to effectively integrate technology into their classrooms. Proper technology use in language addresses both the technical and pedagogical aspects of using technology in education. Consequently, by focusing on professional development opportunities that are ongoing, practical, and tailored to the needs of teachers, schools can empower educators to leverage technology in ways that enhance student learning and promote success in the process of time. Moreover, it is a prerequisite to explore both positive and negative effects of technology use as there is always flip side to the matter. Research findings simply foreground the fact that integrating digital technologies or appropriate web tools into language teaching practices do not always have a favorable effect on teachers' prospective success in language teaching. If one ever calls to the mind the research study conducted in Kazakhstan to investigate the effective use of technology in secondary schools, they know that the findings of this research reveal that novice teachers use a wide variety of web tools, whereas experienced teachers do not appear to have effectively used new-fangled digital technologies, and consequently needed some courses to learn how to

incorporate digital technologies into their language classes. Furthermore, the results of some studies conducted on how to integrate web tools into EFL classes effectively decidedly underscore the fact that effective use of technology has changed language teaching both in and out of the language classes to a great extent. Likewise, the findings also revealed that integrating technology into EFL classes has dramatically changed language teaching practices. However, the findings of some other studies like those of Liang's research contradicted the results of the aforementioned studies.

The findings of the study conducted in the private school help consolidate the fact that integration of technology into language classes help develop positive attitude towards language teachings as it perpetually promotes motivation all along the language learning process. Specifically, addressing issues concerning time management, professional development and resource awareness could significantly enhance the effectiveness of technology use in education, aligning it more closely with the teachers' recognition of its importance in fostering student success. Additionally, the studies that aimed to explore the benefits of online technological tools such as corpora, e-feedback systems, and digital videos in teaching advancements indicate that technology alters teaching positively to a great extent. Some studies conducted to explore the challenges of teaching language to non-native English speakers such as inadequate learning materials, large class sizes, unfavorable school environments, and low student motivation revealed the significance of incorporating technology into language learning classes to stave them off accordingly. Lastly, the findings of some recent that centered on a content analysis of hundreds of studies conducted between 2016 and 2020 solely foregrounded the significance of technology incorporation into language teaching programs greatly enhances successful learning and teaching since it promotes both student and teacher motivation every which way.

Judging by the findings of the research conducted in the public schools it is also secure to say that students have displayed a positive attitude towards technology use in their education. Students generally appreciate using digital resources such as PowerPoint to enhance their language skills through presentations of their studies. Technology is regarded as a powerful tool used for effective learning and designing projects, especially in English as a Foreign Language (EFL) contexts. However, there are some other concerns regarding the potential monotony

stemming from constant technology use, which may pose challenges associated with distance learning. Additionally, opinions vary depending on whether technology significantly improves comprehension, indicating a need for a more detailed and strategic approach to the integration of digital tools into language teaching curriculum in language learning settings. The use of technology by teachers and students, reaching the conclusion that digital technology tools such as visual materials have had an overall positive impact on learning. Ammade, Mahmud, Jabu, and Tahmir's (2018) study conducted to investigate the impact of ICT integration into language teaching curriculum by surveying a wide variety of participants to increase the validity and reliability of their research findings as they have provided statistically significant data concerning challenges, attitudes and factors affecting the use of technology in educational settings. Findings revealed that teachers faced challenges while using ICT tools due to limited accessibility, poor network connection, inadequate technical support, improper training, time constraints, and lack of competence. Factors such as perceived competence in ICT integration, computer anxiety, perceived ICT competence and pedagogical knowledge significantly influenced the integration of ICT into teachers' teaching practice. Professional development and training for teachers were recommended to enable to become more confident in the use ICT in education.

The insights reached through the findings of the research conducted in private schools help create a more comprehensive perspective. While there is this general tendency to appreciate better the role of effective technology use in enhancing the quality of presentations and success of computer-based classes, the impact of digitally enriched classes cannot be universally shared and accepted in all educational contexts. Many students enjoy the dynamic and interactive aspects of learning through videos, e-learning tools, and other multimedia resources, for they all help promote and reinforce language learning in an incessant fashion. Nevertheless, introducing technology in every lesson does not appeal to all because a notable portion find it either unexciting or unnecessary. This indicates a gap among student preferences, which suggests that while technology use can enrich the learning experience, its use must be balanced and thoughtfully integrated. This conclusion can be found absolutely logical as it sets some parallels to the findings of the study, which was designed to research into the digital technology use in language classes held by TESOL teachers, who participated in the study. Günüç and Babacan's (2017) study centers on integrating technology into English language

education, having a wide variety of participants ranging from teachers, students to language specialists. The study highlights among which are providing ample opportunity to help develop ability in digital technology use in a regular fashion, creating a virtual medium to utilize all the digital materials available, supplying easy access to existing digital resources.

The results of the study that the whole thesis centers on are as follows:

- Technology use in language classes enhance learning if it is properly integrated into the curriculum in all settings without reservation.
- EFL learners benefit a lot from proper technology use both in public and private schools.
- Young learners are naturally ready to embrace all digital resources for their own benefit as they really help boost language acquisition while they enjoy their language studies.
- Teachers, however, may find it highly challenging to learn computer skills to make use of digital technology and incorporate it into their day-to-day teaching practices.
- Ennui sets in when the digital tools available at schools are incessantly made use of whether necessary or not when particularly what they are they doing is not worth their efforts.
- Since learners concentrate on what they are doing with any of the tools in line with the task at hand, their learning efforts may appear extremely superficial and does not add up to what they expect to gain as a result.
- As long as computer skills are concerned and what they do in each activity is still virtual, learners may not be aware of what they are supposed to learn consciously.
- It is still questionable whether they really develop any intuitive knowledge of their target language even if they acquire all the ICT skills as best they can.
- While all the receptive skills can be developed through digital tools, development of the productive skills is entirely left to the ingenuity of learners since interaction and communication are not simultaneously backed up in language classes when they are all individually engaged in digital tools to perform at best.
- Teachers are expected to design communicative activities in such a way that students to are totally engaged in them all to foster their productive skills so as to develop communication skills accordingly.

- Digital tools do not work miracles unless they are properly used for the benefit of all learners. Their learning outcome is what matters as they make their efforts to learn more and develop their skills accordingly in the long run.
- Success of the language learning programs both in public and private schools depends on digital resources available and how these resources are effectively made use of by both teachers and students in their teaching and learning efforts for their own benefits.
- Both teachers and learners have already expressed positive insights into the use of digital technologies in both public and private settings in Erbil, Iraq and developed favorable attitudes towards them without reservation.

Teacher and student positive attitudes towards the use of digital technologies are to be considered alike, especially when it comes to integrating technology into language classrooms. On the one hand, teachers should be equipped with necessary computer skills and armed with knowledge to effectively use digital tools to enhance teaching strategies, which can pave the way for better learning conditions. On the other hand, students benefit from a more interactive and personalized learning experience that technology can provide, which can cater to their individual learning needs and styles. Both teachers and students play pivotal roles in leveraging technology to maximize its educational benefits, making it crucial to provide continuous support and training for educators, while ensuring that technological tools are accessible and are effectively used to meet diverse student needs.

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Appendices

Appendix I

Student questionnaire

Dear Respondent:

In order to be able to teach you better your teachers should know as much as they can about how people use technology and to what extent they can make use of them in their language experience in and out of the classroom so as to enhance L2 learning as best they can. For my master's thesis at Tokat Gaziosmanpaşa University I am doing a study on the effective use of digital technologies in EFL classes. Your **frank** and **honest** to the questionnaire below will provide the kind of information I need. So that you can feel free to answer with what you really feel and think, your answers will be kept anonymous. I need to know your age, gender and grade as part of the research, but this information will not be used to identify you. Thank you for your help in advance.

Age: _____

School: Private ☐ State ☐

Gender: Male ☐ Female ☐

Irrespective to your grade answer the questions below as they relate to your ability to use digital technology to learn English in and out of the classroom. Please tick (✓) the following which apply.

I can

_____ use the digital tools available at school.

_____ follow the classes when appropriate digital tools are used.

_____ use internet platforms when I need information regarding what I study.

_____ easily participate in all the computer-based activities in English classes.

_____ integrate what I learn through internet into my own studies.

_____ use some favorite games like Kahoot to boost my vocabulary learning.

_____ use digital devices when and where possible.

_____ follow the on-line courses broadcast on tv.

_____ use power point to present my studies in our English classes.

For each item below, circle the number in the right column which best reflects your opinion. (1= not at all;

5= very much)

- | | | | |
|--|---|---|---|
| 1. Use of Technology in our language classrooms increases my motivation | 1 | 2 | 3 |
| 4 5 | | | |
| 2. We should use technology in our classroom for every lesson. | 1 | 2 | 3 |
| 4 5 | | | |
| 3. Authentic materials downloaded from the internet make me active in the learning process | 1 | 2 | 3 |
| 4 5 | | | |
| 4. Computer-based teaching activities make the lessons more enjoyable. | 1 | 2 | 3 |
| 4 5 | | | |
| 5. Technology can be boring and unnecessary. | 1 | 2 | 3 |
| 4 5 | | | |
| 6. I can understand language better when my teacher uses technology in the class. | 1 | 2 | 3 |
| 4 5 | | | |
| 7. We always need technological devices in language classrooms. | 1 | 2 | 3 |
| 4 5 | | | |
| 8. Different technological devices should be used in the class to increase my motivation for learning English. | 1 | 2 | 3 |
| 4 5 | | | |
| 9. If my teacher uses power point presentations, lessons can be more enjoyable. | 1 | 2 | 3 |
| 4 5 | | | |
| 10. When we use technology every time, it makes the lessons boring. | 1 | 2 | 3 |
| 4 5 | | | |
| 11. Films, videos, CDs and e-learning can be helpful to develop my language skills. | 1 | 2 | 3 |
| 4 5 | | | |

12. I should use technology during my project works in EFL classes. 1 2 3
4 5
13. If we have a chance of teleconferencing via distance education with
other schools, this can be challenging for me. 1 2 3
4 5
14. My teacher should use more technology in the classrooms. 1 2 3
4 5
15. Computer-based lessons are more enjoyable and effective than
traditional lessons. 1 2 3
4 5

Appendix II

Teacher Questionnaire

Dear Colleagues:

In order to be able to teach better teachers should know as much as they can about how to use technology and to what extent they can make use of it in and out of the classroom so as to enhance L2 teaching as best they can. For my master's thesis at Tokat Gaziosmanpaşa University I am doing a study on the effective use of digital technology in EFL classes. Your frank and honest answers to the questionnaire below will provide the kind of information I need. So that you can feel free to answer with what you really feel and think, your answers will be kept anonymous. I need to know years of experience in L2 teaching, to what extent you think you are skilled in the use of digital technology and what grade (s) you are teaching as part of the research, but this information will not be used to identify you. Thank you for your help in advance.

Years of experience in L2 teaching: _____

Digital Technology Skills level: Fair: _____ Good: _____ Almost Digital Native: _____

Grade (s) of your students: _____

For each item below, circle the number in the right column which best reflects your opinion.

(1= not at all; 5= very much)

1. I can easily access the available technology in the school 1 2 3 4 5
when I need it.
2. I feel confident in my ability to integrate multiple 1 2 3 4 5

technologies into my instruction.

3. I design activities by integrating technology into my teaching 1 2 3 4
5

when and where possible.

4. I have enough time to prepare technology-based lessons. 1 2 3 4
5

5. I believe that integrating technology into language teaching 1 2 3 4
5

curriculum is important for student success.

6. I am aware of the resources available by the district that can 1 2 3 4
5

help me learn how to integrate technology.

7. I do not have technology-based skills to support students when 1 2 3 4
5

they use technology for a project.

8. I am familiar with the sort of digital technology available in 1 2 3 4
5

our school.

9. I am familiar with the copyright laws that govern the acceptable 1 2 3 4
5

use of technology (including using material from the Internet).

Please answer the following question concerning the use of digital technology in L2 classes.
Would you elaborate on your answers as best you can?

1. Do you think we can avoid using technology in L2 classes when our students are already digital native?

2. Should we ignore the use of technology in L2 classes and prefer the usual methods we are more familiar with?

3. Are there any problems associated with the use of digital technology in L2 classes regardless of the grade of the L2 learners? What for example?

4. Do you think the use of technology L2 classes is a prerequisite rather than an option?

5. Do you think we should integrate digital technology into lessons as much as possible? If we did, would that be tiresome or rather absolutely motivating on the part of learners at all levels?