

Investigating Students' Perceptions and Views towards the Deployment of Technology in English Language Classrooms

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Abstract

This research involves understanding the students' perception of the use of technology in classroom instruction. The research methodological utilization was quantitatively based by means of a questionnaire completed by 60 undergraduate students at the Department of English, Faculty of Education, Misurata University. In addition to students' perceptions, the questionnaire focus was also eliciting the importance of deploying technology as a mean of delivering English subject classes. Based on the data collected, most of the participants perceived using technology in classrooms teaching and learning is vital as it can play a great role in language learning. Also, the results of the study indicate that integrating instructional technology in teaching and learning would make the classroom environment more interesting and hence can enhance the process of teaching and learning.

Keywords: Perceptions, views, deployment, technology, classroom, learning.

ملخص البحث:

يدرس هذا البحث مدى إدراك الطلاب لاستخدام التكنولوجيا في العملية التعليمية داخل الفصول الدراسية. تم استخدام الاستبيان الكمي كمنهج لهذا البحث والذي تم تعبئته من قبل 60 طالبًا جامعيًا في قسم اللغة الإنجليزية، كلية التربية، جامعة مصراتة. علاوة على هذا، فإن الاستبانة ركزت على معرفة أهمية نشر التكنولوجيا كوسيلة لتقسيم دروس مادة اللغة الإنجليزية. استنادًا إلى البيانات التي تم جمعها، معظم المشاركين في الاجابة على الاستبيان يدركون بأن استخدام التكنولوجيا في العملية التعليمية أمرًا في غاية الاهمية حيث أنه يمكن أن يلعب دورًا كبيرًا في تعلم اللغة. كذلك تشير نتائج الدراسة إلى أن دمج

التكنولوجيا التعليمية في التعليم والتعلم سيجعل الوصول الدراسية أكثر متعة وتشويقا، وبالتالي يمكن أن يعزز العملية التعليمية.

الكلمات المفتاحية: الإدراك، المشاهدات، النشر، التكنولوجيا، الفصل الدراسي، التعلم.

Introduction

Background of the Study

The utilization of technology becomes one of the most prominent features all over the globe nowadays. All sectors are considerably influenced by technology, and education deemed to be no exception (Liu, J. H., Liang, W. X., & Li, X. D., 2018). The authors noticed that "people pay more and more attention to the innovation and reform of the modern teaching mode, connecting the new technology with education to promote the teaching quality" (p. 472). So, knowledge of technological skills is deemed an urgent and necessary need for students to possess in order for them to be prepared for the 21st century. One way for students to obtain that knowledge is for teachers to integrate technology into their daily curriculum. Using the new technology in the field of education, particularly English has become a center point of many research studies. Liu et al. (2018) restate that modern education has to combine with modern technology to come up with the best results and achieve promising goals. Both teachers and students can use technology to enhance the teaching and learning strategies.

Assisted learning technologies are being widely used by teachers and studied by many researchers. Teachers use technologies inside classrooms and give the students assignments to integrate the technology with the homework (Larkin and Finger, 2011). A number of studies have been done concerning how the use of technologies for language learning affects the development of language learners' four skills (listening, speaking, reading and writing).

Literature (e.g. Raat & Vries, 1995; Tracey & Young, 2005; Ehrlich, Spote & Sebring, 2013; Liu et al., 2018) has shown that technology may positively affect education in general and language education in particular in different ways. These may be summarized as:

- Technology has greatly affected and impacted positively on the way things are presented and taught in the classroom.
- Technology has had a large impact on the materials that are used and the way we use these materials to deliver lessons. Most of everything that is used in today's classroom has been a result of technology. All materials, including textbooks and the Internet, have been invented and have had some connection to the growth of technology in classroom settings.
- Technology has allowed for both an easier and yet a more complicated way of dealing with things in the classroom, at times it is easy for teachers to rely and depend upon technology.

The objectives of the Study

This study aims at exploring students' views towards the deployment of technology in language classrooms, and technology in such cases affects the quality of students' work and participation. Additionally, this study endeavors to explore how technology can influence students' engagement and motivation in the classroom.

Thus the present study is an attempt to understand the dynamics between varying levels of exposure to technology alongside the potentially growing expectations of utilizing technology in academics. The purpose of this research is to understand students' perceptions about the use of technology.

Research Questions

This research endeavors to address the following questions:

1. How do students perceive the implementation of technology in their learning?
2. How does technology affect language education?
3. Why do classrooms need technologies?

Significance of the Study

According to Larkin and Finger (2011), technology improves education in a country that uses technology; it makes the process of learning and teaching easier, fast and fun. The overarching motive of this study is to explore student's views towards the deployment of technology in the classroom and to look at how it affects students' quality of work, participation, and motivation in regards to literacy development. So this research is considered to be significant as it would hopefully show how technology can positively influence students engagement and motivation, a process through which learning the language can be improved in and outside the classroom. Thus, in order for them to experience this, students would need to have more digital literacy tools to help them become actively engaged in the different types of technology.

Literature Review

The ability to use technology is essential for academic development. It is also important to incorporate modern technology in classrooms as a way of preparing students for the outside jobs, and tasks that demand the possessing of technology, as now every job would require some skills of technology (Tracey & Young, 2005). So it is very important to bring this technology in the classroom incorporating it into the all-educational curriculum. The following sections explicate not only the importance of deploying technology in education but also in the process of learning and teaching English language and the skills it incorporates.

Perspectives on Use of Technology in Education

All students (from elementary through university education) need greater exposure to a plethora of technologies in the classroom, but many educational institutions may not be meeting this need (Bolkan, 2012). Indeed, it was revealed that many students are found to have the capability to use technology, as well as the access to do so at home, and many of those utilize it for educational purposes (Ehrlich, S. B., Spote, S., & Sebring, J., 2013). Furthermore, the authors found that those in positions of authority at the colleges or schools are responsible for setting expectations for technology use. However, throughout all schools participating in Ehrlich et al.'s research,

there was an inconsistency regarding how much technology is actually used for instruction. The variation in student and teacher use in the different classroom settings is directly related to the culture for technology integration. That is, with a more positive culture towards technology integration, more students and teachers tended to utilize technology.

It is important for the future generation of teachers to learn how to teach in a manner that will best reach their students. Teacher training begins at the collegiate level. The number of colleges and universities using electronic learning (or e-learning) has been increasing, though there is a gap in the research pertaining to student adaptability. Infrequent technology users were found to have difficulty in implementing technology for teaching, while frequent technology users felt accomplished in creating technology supported environment (Meyer, Abrami, Wade, Asian & Deault, 2010).

Students benefit from today's technological advancements in the four skill areas to make their learning as fruitful and interesting as possible. This is explicated in the following section. Furthermore, many students' currently attending schools in developed countries have lives imbued with technologies such as computers, the Internet, automatic teller machines, mobile phones, interactive boards, videos, and online games.

Some large-scale national approaches to fostering teaching and learning with technologies are being implemented. For example, in 2008, the Australian Government introduced the "Digital Education Revolution" policy, which allotted almost \$2 billion over four years to provide computer technologies through the "National Secondary School Computer Fund" to secondary school students in the school years 9 to 12. The aim of this initiative is to achieve a one to one computer to students in primary schools (Larkin and Finger, 2011).

The "Digital Education Revolution" initiative coincided with the "global financial crisis". Renovating the school infrastructure (e.g. integrating ICT [information and communication technologies] and building more ecologically-friendly Schools) can foster more innovative and effective learning environments" (OECD, 2009, p.5).

Furthermore, the initial thrust of studies on students' perceptions toward technology or technology education may be found in a Dutch study began in 1984, conducted by Raat and De Vries (1985), entitled "The Attitude Toward Technology". Since then, technology has been growing in education, business, and private life. In addition, more and more homes, schools and business offices have computers and internet access, many schools across the country use technology to enhance students learning: tools such as internet access, digital cameras, e-mails, interactive whiteboards, laptop computers, mobile phones, LCD projectors and specific softwares that support the curriculum. To cope with these technology tools, teachers should have a basic understanding, also should be trained on how to deal with this type of orientation, using word processing software, for example.

Moreover, the Influence of technology has its outcome on the development of second language acquisition. Therefore, student responsiveness of learning a second language is clear in a thrived technological classroom . There are different articles such as (Potcharapanpong & Thongthew, 2010, Ozad & katuglu 2004) reported the correlation between technology environment and language learning and the teacher role in enhancing technical skills. For instance, many teachers are allowing students to use the internet as a source of information for research projects assignments. However, the technological tools themselves should not be the mere focus. Technology is not the teacher; it is a tool the teacher uses to widen students' knowledge, and, thus, should complement and enhance what a teacher does naturally (Potcharapanpong and Thongthew, 2010).

Recently, technology tools are more available to teachers and students than ever before. Each technology is likely to play a different role in students' learning. For example, word processing and e-mail can improve communication skills; database and spreadsheet programs can enhance organizational skills; modeling software often increases understanding of math and science concepts. Skilled educators create rich learning environments that students are introduced to new ideas, develop new skills, and expand their perspectives. The informed use of technology can engage

students in new experiences and create a community of learners across geographical boundaries (Larkin and Finger, 2011).

Furthermore, Technology has advanced rapidly over the last few years and there have been literally hundreds of published studies investigating its educational effect. There are many research reports that indicate we now have a deeper understanding of how to maximize the benefit to learners through a variety of technology-rich educational environments. Such visions include helping students develop a broad, deep, and creative understanding of community, culture, economics and international politics, past and present, and acquire the social skills to work across differences and providing an array of tools for acquiring information and for thinking and expression allowing more children more ways to enter the learning enterprise successfully (OECD, 2018). These same experiences provide the skills that will enable students to live productive lives in the global, digital, information-based future they all face. These visionary perspectives on the purpose of the education system are similar to those that guide most of the literature reviewed in this paper.

Moreover, many of the studies describe goals of individualization, cooperation and collaboration, enhanced information evaluation, problem-solving skills, and lifelong learning (Potcharapanpong & Thongthew, 2010, Ozad & katuglu 2004, Larkin and Finger, 2011). These studies talk about students who become better citizens, better consumers, better communicators, better thinkers - better people, relating these ideas to the educational reform, and describe a conviction that the technologies are now being applied to an appropriate model for education. Modern technology helps the teacher to provide him with more information and knowledge in various forms. By utilizing technology, both the teacher and the student would be able to share and disseminate scientific materials in addition to learning about the new science in different parts of the world, raising the quality of education and facilitating access to science for all students, and this would help teachers facilitate the process of directing and following-up students.

Nevertheless, the use of modern technology should not diminish the status and importance of the teacher, but it should be particularly useful for both teachers and students and the educational process in general. Aligning with technology, the teacher should make more efforts to keep pace with the rapid development in different forms of technology to be able to harness them in the service of different educational institutions to achieve the largest amount of efficiency and knowledge. Indeed, the use of visual and readable educational aids contribute to facilitate and simplify the access of information to the students and thus be more beneficial, and save time and effort on the teacher. Besides, modern technology helps teachers by providing themselves with more information and knowledge in various forms.

Use of Technology in the Four Language Skills

Research has recently shown that integration of technology with a literacy program would increase the student's ability to read and learn (Owens, R., Hester, J., & Teale, W. , 2002). One of the reasons for this is that technology is a great motivator for students. However, teachers must be careful that they are not using the technology in a way that prohibits learning (May, 2003). Technology is being currently deployed in the process of teaching and learning a language particularly the four language skills, and this will be the focus of this section.

The Use of Technology in Reading Comprehension. Practitioners in the field of Education believe that using technology in the class is more than keeping a grade book electronically. Technology should be in the hands of and used by students in the classroom. May (2003) asserts that since reading and technology are two big keywords in the education area, they could be combined into an excellent teaching tool. Some of the softwares the author uses are Kid Aspiration and Timeline, both making learning more fun for the students. Kid aspiration software is a kid friendly and used to create story webs and other creative activities. Timeline used to create timelines and other sequencing projects. This is great for having the child reproduces a book on a timeline to see if they comprehend the order of events.

Furthermore, in the work of Tracey and Young (2005) where the researchers examined an Internet-based reading program in which students

read passages and complete follow-up activities. The authors noticed the lack of high-quality research in the field regarding technology-enhanced learning. Their study attempted to uncover the effects of such a learning system on students' reading and technology skills. Most of the measures in the study focus more specifically on gains in reading skills with the exception of one survey, skewing the findings somewhat toward reading. The text passages are based on current events in the areas of technology, science, trends, sports and other national or world events. The follow-up activities varied among comprehension and vocabulary questions and written responses.

With the rise of iPads, tablets, and e-readers like the Kindle, people have become accustomed to a more interactive reading experience, which is a wonderful feature for English learners. Functions like click-to-define, vocabulary builders, and downloading whole texts at the touch of a button are all beneficial to a learner looking for a fun and effective way to improve their reading in particular. It can help to expand readers' vocabulary and expose them to different sentence structures. Developing breadth and depth of vocabulary depends on building connections between words and developing elaborate webs of meaning (Boulware- Gooden, Carreker, Thornhill, & Joshi, 2007).

The Use of Technology in Writing. Comprehensive programs are available to help students fix errors in their writing, and can offer feedback during the writing process when it matters most. Students can use the feedback to make changes before handing in a paper and can get it in chunks that are more manageable so that it will not feel overwhelming. While programs like these are still evolving, they will undoubtedly become a go-to tool to help teachers teach students writing in the coming decades (David, Moris, Murphy and Stapley, 2008).

Many students struggle to understand grammatical principles, even if they have been taught them in class. They simply cannot bridge the gap between the conceptual ideas, and putting them into practice in their real-life work. Direct interactions with teachers can help, but technology can offer another avenue for overburdened teachers. There are hundreds of sites that provide grammar tutorials, some that even come complete with exercises and

activities to engage students and help fill gaps in their knowledge. New types software, such as Grammarly, is also being released that can help students as they write, addressing grammar issues as they occur. With this kind of support and guidance, students can learn to become better writers both from teachers and from technology.

Furthermore, new technology makes it easier for students to collaborate on just about anything, including writing projects. Even free products like Google Drive allows students to work together on a project or to give each other feedback that can be useful in the writing process. Teachers can also chime in so long as documents shared. While there are numerous platforms that allow for collaboration, Google has actually created a tutorial and some useful materials in partnership with Writing for Teens, for teachers and students to use, in order to make the collaborative writing with the web-based service easy and productive. The English teacher can raise the level of his students in the skill of writing in English by encouraging them to write and exchange emails and put their views through chat rooms. Also students can be encouraged to send messages for some purposes such as congratulations or correspondence with some companies to inquire about some of their products. Just writing an English message to another user will increase their ability to write in English (David, D.L, Moris, R., Murphy, J. G., Stapley I., 2008).

Moreover, the teacher can also think of group classroom activities by students, such as urging them to do small academic writing projects commensurate with their educational level and then posting them on the Internet. They can also ask their students to write an email to another colleague or send a message to all of his colleagues in order to participate in the collective discussion on subjects he or she proposes, especially those related to their educational or even living life.

The Use of Technology in Speaking. Students may learn from each other by actively participating in the learning process, namely during presentations (Chonko, 1993). Oral presentation skills can be defined as the ability to manage speaking tone, pace, and body movements, to hold the attention of the audiences, to maintain adequate eye contact and to handle the questions

well (Magin & Helmore, 2001). With regard to technology, Özad and Kutoğlu, (2004) argued that students may prefer to use visual aids like VCD or power points in their presentations to make it easier to present their ideas, to get the attention of the audience or to feel more confident and relaxed during their presentations. Therefore, as noticed by Jones (2003), the integration of video recording of project presentations in the learning environment has the potential to improve students' oral presentation skills. This is because in foreign language teaching and learning, the ability to speak is the most essential skill since it is the basic requirement for people communication and interaction.

The Use of Technology in Listening. Listening comprehension stands believed to be a skill highly integrative and, thus crucial in acquiring/learning a language, as well as of great help in getting other language skills (Ramirez-Verdugo, & Belmonte, 2007). Listening is the language modality that used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive a great amount of the in-school information through listening to instructors and to one another. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Additionally, listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). For instance, radio (verbal) or televised (visual) delivery of speech is considered an effective and motivating tool in the learning process. In her study, Jones (2003) looked how multimedia annotations can support listening comprehension in a second language. The author highlights students' views on the effectiveness of multimedia annotations (visual and verbal) in assisting them in their comprehension and acquisition of vocabulary from aural texts. The results showed that

students remembered word translations and recalled the passage best when they had selected both verbal and visual

annotations while listening. Students' voices reflected these results and revealed that they should have options for viewing material in both a visual mode and a verbal mode in a multimedia listening comprehension environment ... and hence suggesting that the availability and the choice of visual and verbal annotations in listening comprehension activities enhances students' abilities to comprehend the material presented and to acquire vocabulary (Jones, 2003, p.41).

Similarly, multimedia allows the integration of text, graphics, audio, and motion video in a range of combinations, and this in turn would help listeners mediate their comprehension efforts (Vandergrift & Goh, 2012). Students obviously need both bottom-up and top-down processing skills in listening as well. Students must hear some sounds (bottom-up processing), hold them in their working memory long enough (a few seconds) to connect them to each other and then interpret what they have just heard before something new comes along. At the same time, listeners are using their background knowledge (top-down processing) to determine meaning with respect to prior knowledge. (Ramirez-Verdugo, & Belmonte, 2007).

To conclude, it is evident from pertinent literature that technology is not only potential for teaching L2 listening, but also for teaching the rest of the language skills and their components (Vandergrift & Goh, 2012). So the personnel of the education authorities are asked to provide the required technological tools and facilities, and teachers as well as learners should be encouraged to integrate the deployment of technology in the process of teaching and learning in order to facilitate, improve and make teaching more effective and learning more productive.

Research Methodology

This research adopted the descriptive approach to investigate students' views and perceptions towards using technology in English language classrooms. Descriptive research is used to describe the characteristics of population or phenomenon being studied (Cohen, L. Manion, L. & Morrison, K., 2011). Also, a descriptive research involves gathering data that describe

events and then organizing, tabulates and describing the data collection (Creswell, 2009).

The data of this study was collected via a quantitative data collection instrument. The quantitative data was provided by a questionnaire completed by students.

Participants and Tools

The emphasis of this research was on the EFL students in their classrooms, the participants were randomly chosen. They were 60 students, 53 females and 7 males from different stages studying in the English department at the Faculty of Education, Misurata University.

A questionnaire was used as a research tool in this study as it is convenient and is a good way to access participants' points of view (Brace, 2004). In this study the questionnaire is used as the main tool of data collection (see Appendix 1).

Data Analysis and Discussion

Data Analysis

The questionnaire contains two parts: the first part contains a table divided into 11 sentences. It asks the participants to select "totally agree-agree-undecided-disagree- totally disagree. The second part contains questions and personal information. For the aim of the current study, the results of the questionnaire were analyzed using Microsoft Office Excel.

The following table shows students' responses to the questionnaire items. Each response is presented in a number and percentage in relation to students' total number.

Statements	Totally agree	Agree	undecided	disagree	Totally disagree
	No. & %	No. & %	No. & %	No. & %	No. & %
1. Students use technology in their daily life.	51 (85%)	9 (15%)	0 (0%)	0 (0%)	0 (0%)
2. Students prefer not to use technology.	0 (0%)	01 (02%)	02 (03%)	24 (40%)	33 (55%)
3. Students like the deployment of technology in language classrooms.	48 (80%)	08 (13%)	03 (05%)	01 (02%)	0(0%)
4. The use of classroom technologies makes classroom learning more beneficial.	55 (92%)	03 (05%)	02 (03%)	0 (0%)	0 (0%)
5. The use of technology in classroom teaching makes learning less boring.	43(72%)	15 (25%)	02 (03%)	0 (0%)	0 (0%)
6. Technology makes learning funny and exciting.	44 (73%)	13 (22%)	03 (05%)	0 (0%)	0 (0%)
7. Students retain information better with technology.	43 (72%)	15 (25%)	0 (0%)	0 (0%)	02 (03%)
8. teachers implement technology in their teaching	03 (05%)	15 (25%)	31 (52%)	2 (03%)	9 (15%)
9. Students like teachers who use technology more than who do not.	41 (68%)	14 (23%)	04 (07 %)	0 (0%)	01 (02%)
10. Students often face challenges during the lecture with technology	11 (18%)	34 (57%)	15 (25%)	0 (0%)	0 (0%)
11. Deployment of technology would enhance student's performance in language.	06 (10%)	12 (20%)	33 (55%)	09 (15%)	0 (0%)

According to data stipulated in the table above, most of the students prefer using technology in classrooms particularly in the process of learning the language. It also shows that all students use technology in their daily life, and none of them does not make use of technology, which means that technology has a great role in the students' lives. On the other hand, none of the participants prefers not to use technology and almost all of them refuse a world without technology.

Moreover, the majority (80%) of respondents totally agree that technology should be deployed in the language classrooms through laboratories or any other means. In their responses to statement 4, the overwhelming majority (97%) of students supported the belief that the use of classroom technology makes learning more beneficial. Additionally, the vast majority of the respondents stated that education technology supplies the classroom with fun and courage, and also makes the educational atmosphere more exciting. This particular result was echoed by students' responses to statements number 5 and 6 (see the table).

The questionnaire data as stipulated in the table above, gained from statement 7, showed that nearly all students (97%) perceived technology as a good tool that would enable them to retain information for their classroom participation and homework. This may suggest that technology can be an effective tool to be deployed for a successful and promising education.

Additionally, when they were asked about whether their teachers deploy technology in teaching, only 30% of students stated that their teachers make use of technology when delivering classes. This result indicates that technology is not sufficiently used by teachers in language classrooms. This may be owed to shortage of technology means in lecture halls or to that, teachers themselves do not want to do so, or they have some problems when dealing with technological instruments in teaching. This may attract a further research on this issue.

Responses to statement 10 shows that most of students (75%) encounter difficulties while using technology in classrooms, and only a small number of students (30%) think that the deployment of technology would enhance their performance in language.

For the second part of the questionnaire when students were asked which device they most frequently use, the majority of respondents stated that its “mobile phone”. However, a few students stated it is the “laptop”. Moreover, students declared that they regularly use the mobile phone in their study. Some students added that they can cope and deal with the new developments of the various technology devices (see Appendix 1 part 2).

Data Discussion

Discussions on Findings to Research Question One. How do students perceive the implementation of technology in learning?

According to the questionnaire data, students characterized the fact that they have grown up with technology. Students take technology for granted and that staying connected is a central part of their lives. Students not only possess the skills necessary to use these new communication forms, but there is an increasing expectation on their part that these new communication paths be used.

Discussions on Findings to Research Question Two. How does technology affect education?

According to the analysis of results, it is noticed that technology has invaded our education in all aspects and the way of learning became smart. Technical appliances including the laptops and cell phones, etc. which surround students can transform every aspect of their education, particularly language education. That is, utilizing technology in language classrooms can make learning more beneficial, exciting and less boring; besides, would enable students gain, retain and call back information they have come across during their lessons.

Discussions on Findings to Research Question Three. Why do classrooms need technology?

According to the questionnaire data, technology has a great role in the students' life; the use of classroom technology makes learning more beneficial and more fun and can make the educational atmosphere more exciting. Further, it is revealed that information can be retained by students better with technology.

Conclusion and Recommendations

This study attempted to explore students' views towards the deployment of technology in language classrooms, and how technology can influence students' engagement and motivation in the classroom. This section presents the conclusion derived from the findings of the study as well as it presents some recommendations.

The results that are drawn from the interpretations of the research show that most students in English department, Faculty of Education in Misurata are likely to use technology in classrooms for the purpose of positive consequences supporting the view that use of technology helps in enhancing learning related activities in the classroom. The extensive or moderate use of technology in the classroom has the largest positive impact. In the opinion of students, the biggest benefit of technology appears to be in assisting faculty in creating more organized classroom presentations, utilizing class time better, and emphasizing important points more effectively. Technology appears to have a more neutral, though still positive, impact on creating an engaging classroom situation and encouraging student-faculty interaction.

These results suggest that, on the margin, technology use in the classroom has a positive impact. While technological enhancement may not necessarily be appropriate for all classroom situations and all subject matters, however, instructors would be comfortable when incorporating technology in their classes as it enhances their teaching experience and can aid their teaching and make it more productive.

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Appendix 1

Questionnaire on Students' perceptions and views towards the deployment of technology in Language Classrooms.

Part 1

Direction: read the statements and give your opinion by ticking only one item for each

Statements	Totally agree	Agree	undecided	disagree	Totally disagree
1. Students use technology in their daily life.					
2. Students prefer not to use technology.					
3. Students like the deployment of technology in language classrooms.					
4. The use of classroom technologies makes classroom learning more beneficial.					
5. The use of technology in classroom teaching makes learning less boring.					

6. Technology makes learning funny and exciting.					
7. Students retain information better with technology.					
8. Teachers implement technology in their teaching.					
9. Students like teachers who use technology more than who do not.					
10. Students often face challenges during the lecture with technology					
11. Deployment of technology would enhance student's performance in language.					

Part 2:

1) Which of the following devices you use most. Circle it.

A/ laptop. B/ mobile. C/ desktop. D/ tablet. E/ other.

1) How much time did you spend on using this device?