

## Technology Usage in English Language Teaching and Learning: Reality and Dream

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### Abstract

The aim of the study is to diagnose the real level of technology usage in teaching and learning EFL at university from teachers and students' viewpoints, and see if it is possible to achieve something of the researchers' dream - accessing top universities. Two questionnaires have been used to measure the range of technology usage in Colleges of Education for Women, Baghdad and Iraqi Universities, and College of Basic Education. The results have shown that the reality of using technology is still away from the dream. The results have been ascribed to two reasons: The first is the little knowledge of using technology in teaching, and the second is that technology is not included in the curriculum.

### إستعمال التكنولوجيا في تدريس وتعلم اللغة الإنكليزية: الواقع والرؤية

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### الملخص

لاشك بأن التكنولوجيا قد سادت مجالات الحياة المهمة ، في الوقت الذي لا يزال إستعمالها في نطاق ضيق في مجال التعليم في العراق. تتمنى الباحثتان أن تتحقق رؤيتهما بلحاق الجامعات المتميزة في إستعمال التكنولوجيا. تهدف الدراسة الى تشخيص المستوى الحقيقي لإستعمال التكنولوجيا في تدريس وتعلم اللغة الإنكليزية في مستوى الكلية ، ومعرفة إمكانية تحقيق بعض الشيء من رؤيتهما. تم إستعمال إستبيانين لقياس مدى إستعمال التكنولوجيا من خلال وجهة نظر كل من الأساتذة والطالبات لثلاث من كليات التربية في بغداد. أظهرت النتائج بأن واقع إستعمال التكنولوجيا لا يزال بعيدا عن الرؤية. تعتقد الباحثتان أن ذلك يعود الى سببين: الأول ، قلة المعرفة في استعمال التكنولوجيا في التدريس ، والثاني ، عدم شمول التكنولوجيا بالمنهج الدراسي.

### Introduction

Articles on using technology in language teaching have seriously been written since 1980's. In all different media, voices raised to attract the attention to the necessity of preparing for the Age of Technology. They warned people from being left behind if they would not prepare themselves for the mentioned age; people who do not know how to use technology at the year 2000 would be considered illiterate.

Years quickly passed and the Age of Technology appeared. Accordingly, three distinguished groups of people have emerged: the really educated people, fake educated people and uneducated people.

- The really educated people: They appeared alert working hard to investigate the unknown science. The real progress of societies depends on the number and seriousness of this group, and the hard work of its members.
- Fake educated people: Thinking that the Age of Technology would be only the age of using mobiles and playing games, a group of half-educated people wasted their money and time buying the most expensive mobiles to play the strongest games. This group's members could not have positive contribution to their societies.

- c. Uneducated people: They have carelessly continued their life routine trying hard to forbid using any kind of modern technology in order not to be noticed that they are technology illiterate.

Recognizing the importance of education elevation in general and English as a foreign language in particular to achieve the dreams of accessing the top universities has been the essential impetus to start the present study.

### **The Statement of the Problem**

Developed countries started experiencing technology in teaching and learning some years before 2000, and spread it to other countries while our country was busy dealing with social, political, and economic problems. Feeling the shortage of technology usage in teaching and learning EFL, and feeling afraid of being left behind, the following questions have been raised by the researchers:

1. What is the reality of using technology in teaching English language from teachers' point of view?
2. What is the reality of using technology in learning English language from students' point of view?
3. What kind of help can educators present to achieve their dreams within the available facilities?

### **Aims of the Study**

The aim of the study is to find out the real level of technology usage in teaching and learning EFL at university from teachers and students' viewpoints, and see if it is possible to achieve something of the researchers' dream - accessing top universities.

### **Limits of the study**

The present study is limited to English department instructors and fourth year female students during the academic year (2015 – 2016). They have been randomly chosen from three colleges of education:

- College of Education for Women- Baghdad University,
- College of Education for Women-Iraqi University,
- College of Basic Education-Al-Mustansiriya University.

### **The Significance of the Study**

Parents, nowadays, think that preoccupying their kids with some kind of electronic device while they are busy is effective to finish their duties without troubles. Kids' early usage of electronic devices generates a positive attitude towards developing their skills in using technology.

The entrance of technology into almost every home has lead educators to reconsider the way of its usage in education. Since the focus of the present study is on Colleges of Education whose main concern is to graduate teachers of primary, intermediate, and secondary schools, the researchers see that the significance of the current study comes from the significance of meeting the real requirements of using technology in English language teaching for experienced students who have trained on using technology from the early childhood.

### **Theoretical Background**

No doubt, technology has become common in usage; it cannot be excluded from teaching or learning. Information and references for both teachers and students are easily accessed. In fact, teachers who cannot cope with modern technology lose contact with their students. Thus, teachers have to invest technology as much as they can in order to improve themselves as well as the teaching and learning processes.

Muir-Herzig (2004:113) states that teaching and learning via technology engage learners in active situations of critical thinking to solve problems, share ideas with others and

reflect what they have known. Classes which use technology shift from teacher-centered to student-centered classes.

Pitler et. al. (2007: 3) refer to the advantages of using technology in classes; they state that it enhances learning and understanding, and it encourages students to take active part in the learning process. It also has a positive impact to shift education from being teacher-centered to student-centered.

Dunmire (2010: 3) states that not all kinds of technology are effective to improve the educational process. Educators must be experienced enough to know how to distinguish between the different programs, and choose the most suitable one.

Barron and Copple (2011: 3) mention that USA has founded the Digital Age Teacher Preparation Council for teacher improvement. In this council, five goals have been set to achieve by 2020. They are

- First, creating professional environment of practice for teachers.
- Second, training educators to integrate digital and screen media into teaching practice.
- Third, expanding the usage of public media as a resource for teachers.
- Fourth, integrating technology into standards, curriculum and teaching.
- Fifth, creating research and development (R and D) partnerships which are suitable for the digital age.

### **Previous Studies**

The researchers present the following previous studies which are related to the aims of the present study in one way or another:

Stepp-Greany (2002:165) has used survey data from Spanish classes using different kinds of technology to determine the importance of the role of teachers, the relevance and availability of technology labs and individual components, and the effect of using technology on the learning process of a foreign language. Concerning the students' point of view, results have proved the importance of teachers' roles to facilitate learning, regularly scheduled labs and CD Rom. Stepp-Greany recommends a follow up study to determine the effect of using technology on the learning process of a foreign language.

Muir-Herzig (2004: 126) has carried a study to measure the effect of using technology in classrooms of a high school in Northwest Ohio. The study has shown that teachers' usage of technology was little. Muir-Herzig confirms the necessity of training teachers in order to include technology in the curriculum, so that to be effective.

TESOL (2008: 2): Depending on practice and research, a team of teachers of English to speakers of other languages (TESOL) has designed two sets of technology standards; one is suitable for teachers and the other is suitable for students. The objective of the team's standards has been to be realistic and appropriate to be used for ESL and EFL. The standards have also been relevant for the different kinds of teaching, on-campus, online, and blended.

Shyamlee (2012: 155) has analyzed the necessity of using multimedia technology to language teaching. The analysis has shown that using multimedia technology has the feature of enhancing students' learning motivation and attention. This leads to involve students in the practical process of language learning through communication with each other. Shyamlee recommends using multimedia technology in classrooms due to its positive effect on the teaching process without overlooking the teacher's effective role.

Nomass (2013: 111) has done a case study to show the role of modern technology approaches in teaching English as a second language, and the drawbacks of the conventional approach of teaching. She has focused on using learning web sites, computers programs, presentation software, electronic dictionaries, chatting and emails, CDs and video clips.

**The Procedure****The Population**

The population consists of college instructors at Baghdad University, Al-Mustansiriya University, and Iraqi University. It also consists of fourth year female students at the department of English, College of Education for Women- Baghdad University, College of Education for Women- Iraqi University and College of Basic Education –Al-Mustansiriya University during the academic year (2015 – 2016).

**The Sample**

The sample was randomly chosen from the population above as the following:

- (14) instructors from Baghdad University,
- (4) instructors from Iraqi University,
- (10) instructors from Al-Mustansiriya University.

The total number of all instructors was (28).

Fourth year female students at the department of English were also randomly chosen from Colleges of Education for the proposed purposes of the study as the following:

- (45) students from Baghdad University,
- (9) students from Iraqi University,
- (20) students from Al-Mustansiriya University.

The total number of all students was (74).

**The Main Instrument**

The researchers presented two forms of questions; one was for instructors and the other was for students. After collecting the responses, the researchers did two preliminary questionnaires for instructors and students. Then, they were randomly distributed to selected instructors and students from the four stages at the department of English -College of Education for Women in order to provide the researchers with suitable answers to build up the final categories and items of the two questionnaires.

**Description of the questionnaire**

Regarding instructors, the preliminary questionnaire was consisted of five categories (extra references, communication, presentation, attitudes to technology and availability) with 29 items. According to their responses, the items of the questionnaire became (23).

Regarding students, the preliminary questionnaire was consisted of four categories (assignments, communication, attitudes to technology and availability) with 38 items. On the 12<sup>th</sup> of November, 2015, the researchers applied the questionnaire on twenty students who were randomly chosen from the fourth stage of department of English, College of Education for Women, University of Baghdad. The aim of the preliminary application of the questionnaire was to check the clarity and suitability of the items, and determine the time needed for answering the whole questionnaire items. According to the students' responses, the researchers noticed that some items were of no need, and they were not suitable for the second aim of the study. Thus, the researchers decided to delete them; the rest items became 24. The time needed to answer the whole items was between 10-20 minutes.

A five-point scale (always, usually, sometimes, rarely, never) was used for both of the questionnaires. Responses at each item ranged from 1 to 5 according to their strength of agreement.

For the purpose of face validity, the jurors kindly read, added, deleted and changed the forms of questions as well as the items of the questionnaires. The researchers also verified the reliability of their tools to check consistency through test retest application which was 0.82.

**Results**

Table (1) shows the real usage of technology by twenty eight teachers in teaching EFL to university students. Results have been achieved by calculating frequencies and percentages of

the teachers' responses on the questionnaire items. Depending on the statistics of this table, the researchers have found that

For extra references:

- a. 92.9% of teachers continuously focus on Google.  
7.1% of teachers never use Google.
- b. 71.5% of them continuously use PDF.  
14.2% of them never use PDF.
- c. 57.2% of them continuously focus on YouTube.  
21.4% of them never use YouTube.
- d. 35.7% of teachers continuously use Yahoo which is the least percentage.  
35.7% of them never use Yahoo.
- e. 7.1% of them never use any site concerning this item.

For communication:

- a. 71.5% of teachers continuously use emails.  
14.3% of them are inactive in using emails.  
14.2% of them never use emails.
- b. 50% of teachers continuously use Viber.  
21.4% of them never use Viber.
- c. 28.5% of teachers use Facebook.  
42.9% never use Facebook.

For presentation:

- a. 35.7% of teachers continuously use the college data show.  
28.5% of them never use college data show.
- b. 21.4% of them continuously use personal data show.  
64.4% of them never use personal data show.
- c. 28.6% of teachers continuously use classroom screen.  
50% of them never use classroom screen,  
21.4% of them sometimes use classroom screen.
- d. 57.2% of teachers continuously use their own laptops.  
21.4% of them never use their own laptops.
- e. 50 % of teachers continuously use college computers.  
35.7% of teachers never use college computers.  
14.3% of teachers show that they sometimes use college computers.

For attitudes:

- a. 85.8% of teachers see that technology never saves time and effort. 14.3% of them see that technology sometimes saves time and effort.
- b. 64.3% of teachers never see that no encouragement is a problem.  
7.1% of them see that no encouragement is a continuous problem.
- c. 64.3% of teachers see that technology never distracts attention.  
28.6% of them see that technology continuously distracts attention.  
4.1% of them see that technology sometimes distracts attention.
- d. 57.2% of teachers see that technology never limits imagination.  
42.9% of them see that technology continuously limits imagination.
- e. 42.9% of teachers believe that technology is never time consuming.  
42.9% of teachers see that technology continuously consumes time.  
14.3% of students see that technology is sometimes time consuming.

For availability:

- a. 35.7% of teachers continuously have enough time.  
42.9% of teachers see that there is continuously no time.  
21.4% of them state that there is continuously a problem of no time.

- b. 64.3% of teachers never have a problem concerning knowledge.  
28.5% of teachers see that knowledge is continuously a problem.  
7.1% of teachers see that knowledge is sometimes a problem.
- c. 14.3% never have a problem of not having electronic devices in classes.  
64.3% of teachers continuously find it a real problem.  
21.4% of teachers sometimes find it a problem.
- d. 57.2% of teachers never have a problem of internet access at home.  
35.7% continuously have a problem of no internet access at home.  
7.1% of them only sometimes have internet access at home.
- e. 28.5% never find not having internet access in classes a problem.  
64.4% continuously find not having internet access in classes a problem.  
7.1% of them sometimes find this a problem.
- f. 57.2% of teachers never have a problem of not having emails.  
28.5% of them continuously complain of not having emails.  
14.3% sometimes have emails.

**Table (1) Teachers’ Responses on the Questionnaire Items**

Items	Always 5		Usually 4		Sometimes 3		Rarely 2		Never 1	
	Freq	%	Freq.	%	Freq	%	Freq	%	Freq	%
<b>Extra references:</b>										
1. Google	20	71.5	6	21.4	0	0	0	0	2	7.1
2. YouTube	6	21.4	10	35.8	6	21.4	0	0	6	21.4
3. Yahoo	6	21.4	4	14.3	8	28.6	6	21.4	4	14.3
4. PDF	18	64.4	2	7.1	4	14.3	2	7.1	2	7.1
<b>Communication:</b>										
5. Email	16	57.2	4	14.3	4	14.3	2	7.1	2	7.1
6. Viber	14	50.0	0	0	8	28.6	0	0	6	21.4
7. Facebook	6	21.4	2	7.1	8	28.6	4	14.3	8	28.6
<b>Presentation:</b>										
8. College data show.	6	21.4	4	14.3	10	35.8	2	7.1	6	21.4
9. Personal data show	4	14.3	2	7.1	4	14.3	0	0	18	64.4
10. Classroom screen.	4	14.3	4	14.3	6	21.4	2	7.1	12	42.9
11. Personal laptop.	12	42.9	4	14.3	6	21.4	2	7.1	4	14.3
12. College computer.	10	35.8	4	14.3	4	14.3	4	14.3	6	21.4
<b>Attitudes</b>										
13. Save time and effort	0	0	0	0	4	14.3	6	21.4	18	64.4
////////////////////	<b>Never 5</b>		<b>Rarely 4</b>		<b>Sometimes 3</b>		<b>Usually 2</b>		<b>Always 1</b>	
////////////////////	<b>Freq.</b>	<b>%</b>	<b>Freq.</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
14. No encouragement	12	42.9	6	21.4	8	28.6	0	0	2	7.1
15. Distracting	12	42.9	6	21.4	2	4.1	2	7.1	6	21.4
16. Limiting imagination	12	42.9	4	14.3	0	0	4	14.3	8	28.6
17. Time consuming	8	28.6	4	14.3	4	14.3	4	14.3	8	28.6
<b>Availability</b>										
18. No enough time.	6	21.4	4	14.3	6	21.4	4	14.3	8	28.6

19. No knowledge	14	<b>50.0</b>	4	<b>14.3</b>	2	<b>7.1</b>	2	<b>7.1</b>	6	<b>21.4</b>
20. No electronic device in classes.	4	<b>14.3</b>	0	<b>0</b>	6	<b>21.4</b>	6	<b>21.4</b>	12	<b>42.9</b>
21. No internet access at home.	12	<b>42.9</b>	4	<b>14.3</b>	2	<b>7.1</b>	2	<b>7.1</b>	8	<b>28.6</b>
22. No internet access in classes.	2	<b>7.1</b>	6	<b>21.4</b>	2	<b>7.1</b>	<b>0</b>	<b>0</b>	18	<b>64.4</b>
23. No email.	16	<b>57.2</b>	<b>0</b>	<b>0</b>	4	<b>14.3</b>	2	<b>7.1</b>	6	<b>21.4</b>

Table (2) shows the real usage of technology in learning English language by seventy four of fourth year college students. It has been achieved by calculating frequencies and percentages of students' responses on the questionnaire items. Depending on the statistics of this table, the researchers have found that

For preparing assignment:

- a. 91.9% of students continuously use Google.  
8.1% of them sometimes use it.
- b. 54% of them continuously use YouTube.  
24.3% sometimes use YouTube.  
21.7% of them never use YouTube.
- c. 29.7% of students continuously use PDF.  
29.7% of them sometimes use PDF.  
40.6% never use PDF.
- d. 13.5% of students continuously use Yahoo.  
56.8% of them never use Yahoo.  
29.7% sometimes use Yahoo.

For communication:

- a. 37.9% of students continuously use emails.  
41.9% of students never use emails.  
20.2% of them sometimes use emails.
- b. 81% of students continuously use Viber.  
9.5% of them never use Viber.  
9.5% of them sometimes use Viber.
- c. 63.4% of students continuously use Facebook.  
19% of students never use Facebook.  
17.6% of them sometimes use Facebook.
- d. 6.8% of students continuously use WhatsApp.  
93.2% of them never use WhatsApp.

For attitudes:

- a. 52.6% of students continuously use technology 10 hours a week.  
29.8% of them never use technology 10 hours a week.  
17.6% of them sometimes use technology 10 hours a week.
- b. 71.6% of students continuously find encouragement from teachers.  
9.5% of them never find encouragement from teachers.  
18.9% of them sometimes find encouragement from teachers.
- c. 63.5% of students find that technology continuously saves time.  
17.6% of them find that technology never saves time.  
18.9% of them find that technology sometimes saves time.
- d. 79.7% of students never dislike technology.  
9.5% of them continuously dislike technology.  
10.8% of them sometimes dislike technology.

- e. 71.7% of students feel the necessity of technology.  
8.1% of students claim that there is no need for technology.  
20.2% of them feel that sometimes there is no need to use it.
  - f. 33.8% of them see that technology never makes the information complex.  
36.5% see that technology continuously makes the information complex.  
29.7% see that technology sometimes makes the information complex.
  - g. 24.3% of students think that technology is never time consuming.  
41.9% of them think that technology is continuously time consuming.  
33.8% of them sometimes think that it is time consuming.
  - h. 46% of students never depend on books.  
23% of them continuously depend on books.  
31% of them sometimes depend on books.
- Concerning availability:
- a. 54% of students see that time is enough to use technology.  
23% of them see that time is continuously not enough.  
23% of them see that time is sometimes not enough.
  - b. 27% of students see that they never have a problem with knowledge.  
37.8% of them see that they continuously have no knowledge.  
35.1% of them see that they sometimes have no knowledge.
  - c. 31.1% of students have their own devices.  
47.3% of students continuously have no devices.  
21.6% of students sometimes have their own devices.
  - d. 27% of students have home internet access.  
50% of them continuously have no home internet access.  
23% of students sometimes have home internet access.
  - e. 24.3% of students have emails.  
60.8% of them continuously have no emails.  
14.9% of students only sometimes have emails.

**Table (2) Students' Responses on the Questionnaire Items**

Items	Always 5		Usually 4		Sometimes 3		Rarely 2		Never 1	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
<b>Preparing assignments:</b>										
1. Google	57	77	11	14.9	6	8.1	0	0	0	0
2. YouTube	16	21.6	24	32.4	18	24.3	11	14.9	5	6.8
3. Yahoo	8	10.8	2	2.7	22	29.7	12	16.2	30	40.6
4. PDF	14	18.9	8	10.8	22	29.7	13	17.6	17	23
<b>Communication:</b>										
5. Email	21	28.4	7	9.5	15	20.2	11	14.9	20	27
6. Viber	50	67.5	10	13.5	7	9.5	3	4.1	4	5.4
7. Facebook	36	48.5	11	14.9	13	17.6	5	6.8	9	12.2
8. Others/ WhatsApp	5	6.8	0	0	0	0	0	0	69	93.2
<b>Attitudes</b>										
9. 10 hours a week.	20	27	19	25.6	13	17.6	11	14.9	11	14.9
10. Teachers encourage	32	43.2	21	28.4	14	18.9	1	1.4	6	8.1
11. It saves time.	27	36.5	20	27	14	18.9	9	12.2	4	5.4
////////////////////	<b>Never 5</b>		<b>Rarely 4</b>		<b>Sometimes3</b>		<b>Usually 2</b>		<b>Always 1</b>	
////////////////////	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
12. Dislike technology	47	63.5	12	16.2	8	10.8	6	8.1	1	1.4



13. No need to use it	42	<b>56.8</b>	11	<b>14.9</b>	15	<b>20.2</b>	4	<b>5.4</b>	2	<b>2.7</b>
14. It complicates information	17	<b>23</b>	8	<b>10.8</b>	22	<b>29.7</b>	17	<b>23</b>	10	<b>13.5</b>
15. Time consuming	10	<b>13.5</b>	8	<b>10.8</b>	25	<b>33.8</b>	21	<b>28.4</b>	10	<b>13.5</b>
16. Depending on books	21	<b>28.4</b>	13	<b>17.6</b>	23	<b>31</b>	7	<b>9.5</b>	10	<b>13.5</b>
<b>Availability</b>										
17. No enough time.	14	<b>18.9</b>	26	<b>35.1</b>	17	<b>23</b>	8	<b>10.8</b>	9	<b>12.2</b>
18. No knowledge.	10	<b>13.5</b>	10	<b>13.5</b>	26	<b>35.1</b>	16	<b>21.6</b>	12	<b>16.2</b>
19. No electronic device.	10	<b>13.5</b>	13	<b>17.6</b>	16	<b>21.6</b>	7	<b>9.5</b>	28	<b>37.8</b>
20. No house internet access.	14	<b>18.9</b>	6	<b>8.1</b>	17	<b>23</b>	11	<b>14.9</b>	26	<b>35.1</b>
21. No email.	12	<b>16.2</b>	6	<b>8.1</b>	11	<b>14.9</b>	7	<b>9.5</b>	38	<b>51.3</b>

**Conclusions**

In the light of comparing the teachers’ results with those of the students’, the researchers concluded the following:

- a. Extra references: Although of preparing supporting references is considered an important item in the educational process, 7.1% of the total teachers never use any educational site for preparing extra references while students 100% use Google in preparing their assignments. Concerning YouTube, the ratios of teachers are almost as the same as students’. Yahoo is the least used by both of teachers and students. Less than three fourths of teachers continuously use PDF, 14.3% of them seem that they do not seriously use it, and 14.2% of them do not know its benefit while nearly half of students do not know how PDF is useful. (Table 3)

**Table (3) Comparison between teachers and students’ results concerning extra references – assignments**

Extra refs - Assignments	Teachers			Students		
	Continuousl y	Sometimes	Don’t use	Continuousl y	Sometimes	Don’t use
Google	<b>92.9</b>	-	7.1	<b>91.9</b>	<b>8.1</b>	-
YouTube	<b>57.2</b>	<b>21.4</b>	21.4	<b>54</b>	<b>24.3</b>	21.7
Yahoo	<b>35.7</b>	<b>28.6</b>	35.7	<b>13.5</b>	<b>29.7</b>	56.8
PDF	<b>71.5</b>	<b>14.3</b>	14.2	<b>29.7</b>	<b>29.7</b>	40.6

- b. Communication: Although of that using email is important in the educational life and formal communication, 14.2% of teachers do not use it, and 14.3% of them are not serious in using it. About a fourth of teachers do not use any of the ordinary means of communication concerned. (Table 4)

**Table (4) Comparison between teachers and students’ results concerning communication**

Communication	Teachers			Students		
	Continuousl y	Sometimes	Don’t use	Continuousl y	Sometimes	Don’t use
Email	<b>71.5</b>	<b>14.3</b>	14.2	<b>37.9</b>	<b>20.2</b>	41.9
Viber	<b>50</b>	<b>28.6</b>	21.4	<b>81</b>	<b>9.5</b>	9.5
Facebook	<b>28.5</b>	<b>28.6</b>	42.9	<b>63.4</b>	<b>17.6</b>	19
WhatsApp	-	<b>8.1</b>	92.9	<b>6.8</b>	-	93.2

- c. Presentation: The researchers think that the reason of the low ratios of using technology in presentation is because it is not included in the curriculum requirements. (Table 5)

**Table (5) Comparison between teachers and students' results concerning presentation**

Presentation	Teachers		
	Continuously	Sometimes	Don't use
College data show.	35.7	<b>35.8</b>	<b>28.5</b>
Personal data show	21.4	<b>14.3</b>	<b>64.4</b>
Classroom screen.	28.6	<b>21.4</b>	<b>50</b>
Personal laptop.	57.2	<b>21.4</b>	<b>21.4</b>
College computer.	50	<b>14.3</b>	<b>35.7</b>

d. Attitudes: the table does not show a good indication for the attitudes of both of teachers and students. Checking the column of the negative attitude, it is clear that students' negative attitude toward using technology is less than that of teachers'. The researchers think this is because students' usage of technology is more than teachers'. (table 6)

**Table (6) Comparison between teachers and students' results concerning attitudes**

Attitudes	Teachers		
	Positive	//////	Negative
	Never	Sometimes	Always
Not saving time nor effort	-	<b>14.3</b>	<b>85.8</b>
No encouragement	64.3	<b>28.6</b>	<b>7.1</b>
Distracting	64.3	<b>4.1</b>	<b>28.5</b>
Limiting imagination	57.2	-	<b>42.9</b>
Time consuming	42.9	<b>14.3</b>	<b>42.9</b>
////////////////////	//////	<b>Students</b>	//////
Not saving time	63.5	<b>18.9</b>	<b>17.6</b>
No encouragement	71.6	<b>18.9</b>	<b>9.5</b>
Working less than 10 hours a week	52.6	<b>17.6</b>	<b>29.8</b>
Disliking it	79.7	<b>10.8</b>	<b>9.5</b>
No need to use it	71.7	<b>20.2</b>	<b>8.1</b>
Complicating information	33.8	<b>29.7</b>	<b>36.5</b>
Depending on books	46	<b>31</b>	<b>23</b>

e. Availability: The researchers see that 50% of teachers complain of unavailable means; this is a clear indication – as the researchers think - that teachers have little or no knowledge of using technology. The researchers find the reasons only poor excuses while the students really need more concern. (Table 7)

**Table (7) Comparison between teachers and students' results concerning availability**

Availability	Teachers			Students		
	Positive	///////	Negative	Positive	///////	Negative
	Never	Sometimes	Always	Never	Sometimes	Always
No enough time.	35.7	21.4	42.9	54	23	23
No knowledge	64.3	7.1	28.5	27	35.1	37.8
No electronic device.	14.3	21.4	64.3	31.1	21.6	47.3
No internet access at home.	57.2	7.1	35.7	27	23	50
No internet access in classes.	28.5	7.1	64.4			
No email.	57.2	14.3	28.5	24.3	14.9	60.8

The item of “No email” shows that more than 28.5% of teachers do not have emails because the researchers think that 14.3% of teachers ticked “Sometimes” to avoid embarrassment. To assure this, see the difference between the results of “No email” item in table (7) and those of “Email” item in table (4); it is easier for some teachers to say “unavailable” than to say “I don’t use email in communication”.

### Recommendations

The researchers think that teachers have to put more interest in using technology, so as to direct and teach the students how to get benefit from it to improve their levels of learning, but this cannot be achieved without leaping forward to achieve the dreams. Thus, the researchers have found the following recommendations useful to adopt:

1. Setting technology standards to be known by teachers as well as students.
2. Training teachers on using technology in teaching.
3. Directing students to the effective usage of technology according to the different subjects.
4. Changing the syllabus of “Computer science” which focuses on the basics of using computers to “Educational Technology” to include some useful software applications.
5. Knowing the basics of technology usage is one of admission terms in colleges of Education, English language.

### Suggestions

Getting benefit from TESOL experience, the researchers suggest choosing a team of teachers who have good experiences in using technology in English language teaching – a teacher from each college of education –in order to set technology standards, within the available facilities, for teachers and others for students.

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