

**THE USE OF TECHNOLOGY
IN EFL CLASSROOMS:
ADVANTAGES AND DISADVANTAGES**

Final Degree Project

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“Pedagogy is the driver, technology is the accelerator”
(Merzifonluoglu, 2018:67as cited in Fullan & Quinn et al 2015, p.82)

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Abstract

In the recent years, the use of new technologies in the English learning process is increasing and there have been important changes in the way teachers teach and students learn. The main goal of this project is to analyse the advantages and disadvantages of using ICTs (Information and Communication Technologies) in EFL (English as a Foreign Language). In order to carry out this research, I present an extensive literature review for and against classrooms using technological tools in the English learning. Moreover, I present the perceptions of teachers about the use of technology in their classes. For this reason, through surveys, I have analyzed these issues to determine the teachers' vision about ICT. The data obtained from the surveys helped me to analyze and draw conclusions about the use of ICT in English learning in Primary Education.

Key words: Technology, English Language Learning, Primary Education, advantages, disadvantages.

Resum

En els últims anys, l'ús de noves tecnologies en l'aprenentatge de l'anglès està creixent i hi ha hagut canvis importants en la manera com els mestres ensenyen i com els estudiants aprenen. L'objectiu principal d'aquest projecte és analitzar els beneficis i els inconvenients de l'ús de les TIC (Tecnologies de la Informació i la Comunicació) en EFL (English as a Foreign Language). Per dur a terme aquesta investigació, presento informació teòrica a favor i en contra de l'ús d'eines tecnològiques en l'aprenentatge de l'anglès. A més a més, presento les percepcions dels mestres davant l'ús de la tecnologia en les seves classes. Per aquest motiu, a través d'enquestes, he analitzat aquests temes per veure quina és la visió dels mestres enfront de les TIC. Les dades obtingudes a partir de les enquestes m'han ajudat a analitzar i a obtenir conclusions sobre l'ús de les TIC en l'aprenentatge de l'anglès a l'Educació Primària.

Paraules clau: Tecnologia, aprenentatge d'idiomes, educació primària, avantatges, desavantatges.

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1. Introduction

In the last twenty years, technology has extremely expanded and started to take its place in English language learning. Therefore, the great technology advances and the importance that is given to education makes that many researchers and pedagogues have done research on the advantages and disadvantages of the use of technology in English learners. Imad (2015) claims that technology integration in EFL (English as a Foreign Language) is at this time accepted and has developed into a significant aspect of successful learning and teaching.

Not long ago, some researches concluded that most EFL learners and teachers have positive attitudes towards the use and inclusion of technology for English teaching (Imad, 2015). Most of these studies emphasize the advantages and not the disadvantages of using technology in EFL contexts, and there are few researchers that highlight the inconveniences. However, developments in technology give rise to more innovative and motivating teaching methods for learners. Although some teachers reject the use of technology, the majority see the incorporation of technology as a successful learning method.

What benefits does technology bring teachers and learners? What barriers does technology set up? The main objective of this project is to analyse the advantages and disadvantages of using technology in EFL and to find out if there is a significant advantage over using technology. This empirical study analyzes the use of technology in English classrooms in Primary Education. In addition, it seeks to find out about teachers' beliefs and expectations around the use of technology in the process of English learning.

I chose this topic because I am interested in the use of technology in EFL classrooms, which is becoming increasingly widespread in English learning. I also consider that my final degree project could modestly contribute and complement positively teachers' views about using technology in EFL.

The development of this research project has taken approximately a year. It started at the beginning of May 2017 when I decided the topic and I did my final degree proposal. As soon as it was admitted, I started collecting information in order to write a theoretical framework associated with the topic. During this interval of time, I also

created a survey, which I later distributed to English Primary teachers. At the end of the academic year, I finished the data collection to analyze and to establish the conclusions of my study.

Firstly, I started this paper introducing a theoretical framework where I describe the advantages and disadvantages of using ICT in English learning. As this topic is related to the use of technological applications and English skills, I also outline some questions around these aspects. Moreover, in this section I add some characteristics of the teacher's profiles to understand why some teachers use technological tools and some others not yet. The second part of this project, the research, includes the description of the research method that I implemented to do the practical part of this study, the instruments, the participants, data collection time and data analysis. Thirdly, I present the findings obtained. To finish, I reflect on the results, and I expose my conclusions on the impact of ICTs in English as a Foreign Language classrooms.

2. Theoretical Framework

2.1. Use of technology in EFL

English language learning technology began to be used centuries ago if we consider the blackboard as a technological tool (Dudeney & Hockly, 2007). However, many researchers consider that the use of technology in EFL (English as a Foreign Language) started in the 1950s. Since then, the educational system in EFL has undergone an impressive transformation. Dudeney and Hockley (2007) mention that tape recorders and videos have been in use since the 1960s and 1970s, and are still used in classrooms around the world. Since the 1980s (first generation of personal computers), the technology development has accelerated this transformation with the emergence of new methodologies and resources to teach English. During the 1980s and the 1990s, thanks also the advancement of technology, the communicative language teaching started to place more emphasis in a meaningful and authentic interaction with the language. Therefore, in the last decades technology has involved major changes in the way we teach English.

According to Arnó (2012), since 1991 technologies have provided authentic materials and resources for English learning in a real situation practice as a consequence of the greater number of resources and materials available on the Internet. The same author believes that technology has offered precious tools for LSP (Learners of languages for specific purposes). According to Merzifonluoglu (2018), the implementation of technology in EFL education has conceived new possibilities for language learners and teachers. Arnó (2012) and Merzifonluoglu (2018) agree in that technology has changed the perspectives to teach and to learn English and they believe that technology has helped learners and teachers to improve English teaching.

Nowadays, integrating technology in English Language Learning has become a very important tool to teach English. Gholaminia (2014) claims that now there is an enormous demand of technology that offers teaching methods and resources in order to create a stimulating, motivational, and dynamic language learning environment. Dudeney & Hockley (2007) state that technology is becoming more and more important, and it will become a common part of teaching English next years. They argue that the reasons are the greater Internet access and learners who have grown up in the digital era.

Arnó (2012) highlights that technology has captivated teachers and researchers to develop new online materials and resources. On the one hand, Gholaminia, Dudeney & Hockley, and Arnó agree that nowadays technology takes an important part in English teaching and every day has more demand. On the other hand, Mohamed (2014) pinpoints that the successful use of technology in language teaching is not only due to the use of technology in classrooms but also to how teachers plan, prepare and implement efficient educational activities.

Technology is also considered as a body of knowledge used to create tools and develop skills, and as the combination of scientific method and material to meet an objective or solve a problem.

(Mohamed, 2014, p.2)

Mohamed (2014) argues that it is very important that teachers make a good selection of materials and resources that they will use to achieve their learning objectives. Technology gives us the tools, and teachers should choose the most appropriate tool for their purposes.

It is arguable that there is no need for a theory of technology-enhanced learning.

Technology can play an important role in the achievement of learning outcomes but it seems unnecessary to explain this enhancement with a special account of learning.

Rather, the challenge is to describe how the technology allows underlying process common to all learning to function effectively.

(Beetham & Sharepe, 2013, p.17)

In this fragment, Beetham & Sharepe discuss about the importance of adopting technology in English language learning. They claim that technology has an important function but it is difficult to ascertain that technology allows us to ensure that all the learning processes work.

2.1.1. Advantages of using technology in EFL

There are many authors who are favourably disposed toward the use of new technologies in English learning. Despite having some disadvantages, it seems that many pedagogues and researchers position are more in favor of the use of ICTs. Next,

I will show you the advantages of using technology that some authors and researchers point out.

According to Mujtaba (2013) the use of computers in English teaching and learning can offer an extensive variety of multimedia content and other channels of communication between learners. Mujtaba (2013) also explains that technology has helped to change teacher-centered approaches towards learner-centered ones. Students have become more active learners by increasing their autonomy. The same author believes that learners can decide their own learning objectives.

Hoven (1999) highlights that technology offers engaging learning resources that provide learners with great opportunities to become independent learners. Thus, Mujtaba & Hoven agree that technology provides more content and resources and helps to become more autonomous. In the following citation, Cutter (2015) points out some benefits to teach using technology.

Technology can help students to contextualize authentic learning opportunities, help students develop language and literacy skills as they make connections among text, knowledge.

(Cutter, 2015, p.6 as cited in O'Hara et al. 2013, p. 227)

Using technology in the classroom encourages English learners to foster their success in the English Language (Cutter, 2015). Technology offers many opportunities for learning language than traditional methodologies. Therefore, teachers have lots of resources and materials that they can use in their lessons. Cutter (2015) also explains that technology increases motivation. Students become more motivated when they work on computers and use modern devices than they are working with textbooks. They are often less distracted, and the teacher can choose personal lessons for every learner based on their needs (Cutter, 2015). Moreover, the students can complement their knowledgements using their devices at home.

Mujtaba (2013) claims that technology provides a wide variety of resources to listen to and develop associated language skills. Technology also provides an extensive variety of language context-learning opportunities and interactive activities, most in a real context (Mujtaba, 2013). Mohamed (2014) notes that technology provides an authentic context between the language classroom and the real word. Mujtaba and Mohamed

agree that technology offers a real learning context with authentic materials and resources that help learners to improve their language.

Autonomy has become a central issue in language teaching, especially since the developments of technology have facilitated: a) access to a wide range of authentic materials in different modalities (text, audio, image, video, etc.); b) the possibility of interaction and exchange with partners worldwide and c) a greater degree of learner initiative and control over materials and activities.

(Arnó, 2012, p.96)

On the one hand, Mujtaba & Arnó agree that technology offers a great variety of content and resources and it also provides real context and real interaction with people around the world. On the other hand, Arnó argues that technology also gives learners autonomy. Moreover, Arnó (2012) says “technology provides access to authentic text, tools for their analysis, and online communication resources. It has also become a powerful tool to facilitate students’ immersion in the discourse community” (p.92). Thus, Arnó also agrees with the advantages that Mujtaba has mentioned before.

Pourhosein (2015) claims that the implementation of technology increases the learners’ interests and motivations. Learners find new information that cannot be found in traditional tasks and it also helps to develop their language creativity. Genc (2009) mentions, “Many researchers in EFL teaching profession pinpoints that good motivation have a positive effect on foreign language learning. Students can see the real world in the classroom, and they can be motivated easily (p.136). Thus, Pourhosein and Genc agree that technology increases motivation.

Using computers and every kind of technological equipment gives students the sense of freedom and encouragement. With the help of technology students can be active, motivated and involved in language learning process. High quality of authentic materials and low price can be other advantage of technology and increase the popularity of distance education.

(Genc, 2009, p.137)

Genc (2009) believes that technology in EFL provides easy, practical and authentic resources and it helps to improve students’ four skills (listening, reading, writing and speaking). Genc (2009) also claims that technology is not the teacher substitute. It will encourage learners and enhance classroom ambience. Thus, Genc is the only author

that mentions that the implementation of technology has a low cost and that technology is not the teachers' substitute.

Mollaei (2013) emphasizes that the implementation of technology in classrooms has become an important change of teaching. Technology enhances the classroom atmosphere, and learners can manage their own learning process. The classroom becomes more learner-centered. Mohamed (2014) notes that technology allows students to involve in real-life and meaningful locations and contexts and introduces different kinds of materials. Both authors agree that technology is a beneficial for learners. It increases motivation and offers opportunities to learn in a meaningful context.

Okert (2018) writes "Several research studies on the use of technology in the classroom have shown a positive impact on the motivation of learners of English as a foreign language" (p.1). After the brief analysis of the advantages of the use of technology in EFL I can conclude that there are many advantages for learners and teachers. Learners have a positive learning environment that encourages them to learn and teachers have many resources to use in their lessons.

2.1.2. Disadvantages of using technology in EFL

Although there are many advantages in the use of ICTs (Information and Communication Technologies) there are some authors that research about the disadvantages of using ICT in EFL teaching. Imad (2015) claims that the lack of technology investment is the most important barrier that teachers find when they want to use technology in their classrooms. Imad (2015) also argues that an incompetent technical ICT knowledge about technology may also be a problem. Many teachers are not competent enough to use ICTs effectively.

Deficiencies and constraints of technological instruments, financial supports, lack of time, lack of information about how to use various types of technological equipment and programs, and lack of effective training courses are the challenges that discourage training language learning and teachers progress.

(Imad, 2015, p.85)

Pourhosein (2015) states that teachers have serious obstacles in the efficient use of ICT. Pourhosein (2015) explains, "Negative attitudes and beliefs have a great impact on EFL teachers not to use educational technology in their classrooms" (p.216). Thus, Imad and Pourhosein agree that one of the most important barriers is the insufficient teachers competence. The majority of teachers are digital immigrants¹ and they have had to train technologically to be competent. Teachers, who have not acquired the technological competence, are the ones who have serious problems to use ICTs.

Pourhosein (2015) also highlights restricted Internet access as a barrier. There are still places where the Internet does not have the necessary access points. Besides, inadequate computer technology support in hardware/software is also an impediment. Computers need maintenance. For this reason, the lack of maintenance causes that computers break and stop working. Therefore, Pourhosein (2015) mentions that the lack of technical assistance in schools to repair computers and Internet connections to continue using ICT in schools as another obstacle.

According to Gholaminia (2014), deficient training, the fear of computers, lack of technical learning, and lack of solid pedagogical programs are some of the impediments of using technology in EFL. Gorges (2013) also emphasizes the lack of teacher training and deficient technological devices.

Mollaei (2013) pinpoints limited class hours as an obstacle. In some cases, there are few computers in schools and students cannot train enough. As a result, teachers have to teach technical aspects when they are teaching English. As a consequence, they lose English time. Mollaei (2013) agrees with Imad, Pourhosein and Gholaminia about the lack of teacher training and also adds "a lack of vision of technologies potential for improving teaching and learning and a lack of time to experiment" (p.19).

Teachers may want to use more technology in their teaching, but the school may not have the facilities, or they are untrained for the technology available in their school and they are instructed to use.

(Mohamed, 2014, p. 3)

Mohamed (2014) says that teachers have insufficient experience with technology, a lack of confidence, a lack of facilities, and a lack of training. Moreover, preparing

¹ A digital immigrant is a person born before the widespread use of digital technology.

materials is time consuming and often teachers are not available. Mohamed (2014) also claims that teachers are often less skilled than their students using ICTs. Thus, Mohamed agrees with the other authors that teachers need technology training to teach using ICT. With enough ICT training teachers can be more competent and feel less uncomfortable using technology in their classrooms and spend less time preparing materials.

One disadvantage is that it takes time and effort for teachers to locate authentic materials. They may spend enormous amounts of time learning constantly changing software programs and trying to find the best way to use these programs in the classroom.

(Mohamed, 2014, p.11)

Dudeney & Hockley (2007) talk about a general lack of ICT training for teachers. They also believe that teachers need more technology competence and add that some teachers want to use more technology but schools are not sufficiently equipped.

2.2. Outline of technology applications in EFL.

In the last 20 years, technology has advanced unstoppably. Every day new programs and new devices appear. Consequently, it is almost impossible to keep technologically up to date. However, researchers insist on the benefits to use ICT in English as a Foreign Language teaching. For this reason, some of them have tried to categorize the most idoneous technological devices for each learning skill (listening, reading, writing and speaking).

On one hand, Basheer (2013) believes that “each technological tool has its specific benefits and application with one of the four language parts” (p.111). Consequently, Basheer (2013) has organized the technological tools around the learning skills:

- a) Listening skills (Computers, broadcasting, CD-Players and Tap-Recorders...)
- b) Reading skills (Computer Reading-Based Programs, Multimedia software, Browsing the Internet, Electronic dictionaries...)
- c) Writing skills (Computers, emails, Internet text-chatting...)
- d) Speaking skills (Internet voice chatting, Speed Synthesis Programs...)

On the other hand, recently Carrier (2017) classifies technological tools into the following categories:

- a) Input technologies, which use technology tools to show students new learning materials, such as interactive whiteboards, projectors and virtual reality headset.
 - b) Interactive technologies, which include devices and software that empower students to produce language and interact with material, such as online quizzes, videoconferencing.
 - c) Portable technologies, such as phones, tablets, voting devices, head-mounted displays and others.
- (Carrier, 2017, p.5)

Although this classification is quite recent, technology changes in a fraction of a second. In a few years new technological devices can appear that can change and increase these categories. The augmented reality and virtual reality are tools that can become widespread in the next five years (Carrier, 2017).

2.3. Outline of technology skills in EFL

As the previous points explain, technology provides lots of tools to improve and enhance English learning. In this section, I outline what the authors say about each ability.

According to Hoven (1999), the use of ICT as a listening tool gives students the opportunity to learn independently and obtain instantaneous feedback. It's also advantageous for learning and improving speaking skills that learners can use technology tools to talk with people around the world who speak English (Mujtaba, 2013). Using ICT is an idoneous tool to improving speaking skills proficiency as well as pronunciation. It also provides learning occasions with real situations for enriching speaking skills. Mujtaba (2013) also highlights that Internet provides a great variety of actual and authentic reading materials. Moreover, "learning vocabulary using computers help learners to acquire significantly vocabulary faster than the traditional way of teaching vocabulary." (Mujtaba, 2013, p.65)

The use of computer technology is the argument that such use in one of the most effective tools to teach writing. The study by Cunningham (2000) concluded that his

students found that his writing class was more productive when he used word processing software with his students.

(Mujtaba, 2013, p. 65)

Basheer (2013) classifies the English language skills in *input skills* (listening and reading) and *output skills* (speaking and writing). Listening skill “is the process of identifying and understanding the speech of the speakers” (Basheer, 2013, p.112 as cited in Saricoban et al. 1999). The same author believes that the use ICT in listening skills furnishes students with visual and voice inputs which can improve their information and ideas, and as a consequence enhance their listening skills.

Stanley (2013) claims that the listening skill is the most difficult skill to teach successfully and the least manageable of the four skills. This ability is considered one of the most difficult to acquire and perhaps this is one of the reasons why it is the most neglected.

The listening process is an active process in which listeners select and interpret information that comes from auditory and visual clues, in order to define what is going on and what the speakers are trying to express (Thompson & Rubin, 1996, p. 331). Comprehension, which can be defined as “the process of relating language to concepts in one’s memory and to the references in the real world” (Rost, 2002, p.59), is key to forming an accurate understanding of a situation. Given communicative language learning and teaching’s emphasis on speaking, it follows then that listening is an equally important skill.

(Stanley, 2013, p.81)

“Reading is the process of understanding a written text by the learner” (Basheer, 2013, p. 113 as cited in Constantinescu et al. 2007). He believes that the reading skill depends on the vocabulary and experience of the learner with the foreign language. Stanley (2013) writes, “Reading is a complex multifaceted skill, and notions of how best to teach reading have been in constant revision, especially with the rise of the Internet” (p.99). It is important that teachers know the best strategies to read in new media and teach them to students. Stanley (2013) emphasizes that the Internet readings demand new strategies usually grouped under the term of *digital literacy*².

² “Digital literacy refers to ‘a person’s ability to perform tasks effectively in a digital environment’s and ‘includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments.” (Stanley, 2013, p. 99 as cited in Jones-Kavalier & Flannigan et al. 2006)

Basheer (2013) mentions that the writing process can be a very hard task for English learners because they need to produce ideas and to order them with a good use of grammar and vocabulary. With the rise of Internet, writing probably is the most affected skill (Stanley, 2013). The emergence of new applications, such as chats, smartphones and instant communication, has implied that writing through a screen has increased considerably between users. Moreover, there are lots of tools to encourage learners to write (Blogs, group or social networks, interactive stories, electronic portfolios...).

“Human communication can be taken place between the speaker and the listener if only they understand each other “ (Basheer, 2013, p.113). Nowadays, the new technological tools allow learners to enhance speaking.

For many years, the computer had generally been more associated with applications in the area of written language than spoken language (Pennington & Esling, 1996, p.153), but with new developments in Web 2.0 and teachers and learners increased access to the Internet for language learning and teaching, this focus has been changing.
(Stanley, 2013, p.147)

Stanley (2013) notes that the use of technology can stimulate learners to speak with others and recording learners is one of the most idoneous ways to encourage them. It can help them to improve their speaking skills. According to Stanley (2013) some useful tools are Skype, audio-editing software, voice recorders, Internet telephony, mobile phones, webcams, computer games and virtual worlds.

2.4. ICT teachers profile in EFL.

Pourhosein (2015) argues that exists a connection between teacher's computer experience and their attitudes in front of ICTs. Older teachers or teachers with more teaching experience are less inclined to use ICT. On the contrary, younger teachers have fewer difficulties to use technology in their lessons (Pourhosein, 2015). The teacher's barriers are the lack of technology training and the lower level of skills related to it. Cutter (2015) writes, “It's imperative for teachers to receive instruction on strategies to use technology... This opportunity will help teachers better understand and be able to integrate strategies into their classroom” (p.3). Gholaminia (2014) highlights that it's crucial to train teachers and future teachers to include the use of new technologies in their classrooms.

Teacher training programs, teachers improve their capabilities with computers, gained confidence with technologies and expressed the view that teacher development programs influenced their attitudes toward technology positively.

(Mollaei, 2013, p.15)

Pourhosein, Cutter, Gholaminia and Mollaei agree that a teacher training it's crucial. It's vital that teachers know to use technological tools to use in their lessons. However, teachers should be open-minded to receive this instruction.

Arnó (2012) defines two types of teacher's attitude: the *technophile teacher* and the *technophobe teacher*. The technophile teacher is a technology use supporter and the technophobe teacher is afraid of technology. The teacher profile is very important to understand their role in front of ICT. Dudeney & Hockley (2007) believe that negative teacher's attitude is the consequence of a lack of confidence, a lack of facilities or a lack of training. These deficiencies impede to see the benefits of using ICT in the classroom. Pourhosein (2015) also claims that teacher attitudes affect the way to implant technology in classrooms. As a result, they decline the use of computer technologies and don't integrate these resources in their lessons. Arnó, Dedeney & Hockley and Pourhosein coincide with the argument of teacher's attitudes. The negative attitude towards technology affects the way that teachers use technology in their classrooms. Moreover, Mohamed (2014) adds that students are more technological skilled than their teachers. This can be another reason that teacher can decline the use of ICT in classrooms. Therefore, it's important that teachers start to participate in training programs..

Although teacher's knowledge about computers is very important in the integration of ICT, but this is not enough for the actual use of computer technology [...] Teachers can use computer technology and change their teaching methods through professional training programs.

(Pourhosein, 2015, p.217)

Georges (2013) thinks that technology can enrich the way we teach. Gholaminia (2014) believes that teachers become a guide, a coach, an interlocutor, a mediator, an evaluator, an advisor, and a facilitator. The new role of teaching is not learner-centered and teachers become a guide during the process of learning. Gholaminia (2014) writes, "Our role as a teacher in the technological age is not only to impact new knowledge,

but to give students the tools to acquire knowledge” (p.377). Moreover, teachers will not be able to face their new role if they are not enough ICT competent.

Mollaei (2013) highlights that the new role of teachers is not only to transmit information, but also to provide new tools to get knowledge. Marek (2014) writes, “Teachers must use an instructional design process in which they determine needed outcomes, plan our learning goals, and then select the technology which is best suited to achieve those learning goals” (p. 10). Barcena, Read and Arús (2014) express that the modern classroom gets information from different inputs (technological and human). Therefore, technology changes the way to teach, but the way that teachers organize their lessons and to select the best materials for each learning goals is also important.

The role of the teacher involves becoming a course and materials designer who creates meaningful activities that should provide students with guidance... The role of the online teacher goes beyond the design of materials and involves active participation (monitoring and supplying feedback and support) [...] These new roles require integration of multiple skills in the technological, pedagogic, organization, and affective dimensions.

(Arnó, 2012, p.97)

To conclude, the teacher’s attitude, the teacher’s ICT training and good pedagogical methods are crucial to implement technology successfully.

3. Study

Based on the theoretical framework presented previously, I wanted to focus my study on verifying what the authors say is true. For this reason, I created a questionnaire addressed to English teachers of Primary Education that would allowed me to analyze if what they say and what theory says corresponded. The aim questions are formulated to find out the teachers believe about advantages and disadvantages of using technology in EFL classrooms. In addition, through these questions, I also wanted to know about the teacher's profile and what applications they use in their classes.

3.1 Research Methods

In this research, my aims were to observe how technology is used in schools in English learning. The study is divided in three parts. The first part is about the teacher profile and it tries to identify the teachers's experience about using ICT in English classrooms. The second part is about the role of ICT in the teaching of English as a Foreign Language. It tries to find out about teachers' believes and perceptions towards ICTs. The third section is about the impact of ICTs in EFL students. It is about the influence that technology has in students and the ICT tools used for each English skill.

3.2. Participants

In order to carry out this study and to test my initial objective I chose Primary Education English teachers. As I said previously, the purpose of this study was to analyse the impact of technology in EFL. For this reason, I chose English teachers who were working with technological tools to analyse their experience about it and find out how technology can impact in the English learning process. The majority of teachers who have participated in this study are from the region of Osona but there are some others who are from the rest of Catalonia.

3.3. Instruments

When I refined the objective of my study, I decided that the best option to collect data was through questionnaires. I chose this option because I considered that it was easy to answer by teachers and easy to collect data for me. I used Google Forms to create my survey, that gives me the option to consult the results instantaneously and make a statistic with the answers. I thought that it was the idoneous tool because it allows me to send the link in many platforms and arrive in a few seconds to a wide audience.

3.4. Analysis of the data

The following section presents the results of the questions posed to 26 English teachers of Primary education from Catalonia. Concerning the results, after questioning teachers, I decided to do some graph to show the percentages of the answers to make the results obtained more visual.

In the first research question: “How long have you been teaching English?”, the results are shown in the following graph.

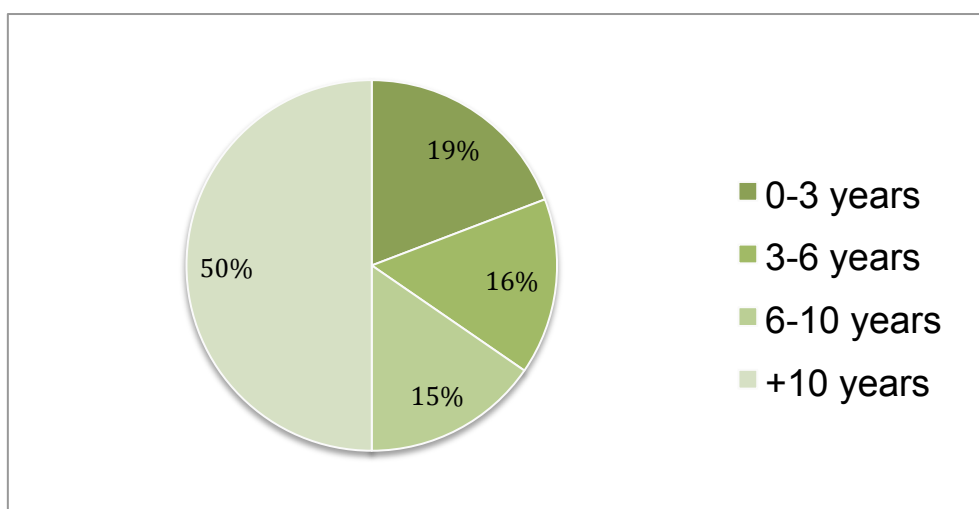


Figure 1: Results obtained from question 1.

Figure 1 shows that the 50% of the teachers have 10 or more than 10 years of experience teaching English, the 15% have between 6 and 10 years of experience, the 16% have between three and six years of experience and the 19% between zero and three years of experience. These results show that the majority of teachers interviewed have more years of teaching experience.

The second question: “Whats’s the name of your school?”, presents where the respondents are teaching. It shows that there is representation from Catalonia. Also, there are two teachers who preferred to keep anonymity and other teachers that work at the same school.

SCHOOL	TOWN	REGION
Escorial	Vic	Osona
Institut Escola Lloret de Mar	LLoret de Mar	La Selva
Ildefons Cerdà	Centelles	Osona
Escola Salou	Salou	Tarragonès
CEIP Joan XXIII	Hostalets de Balenyà	Osona
Escola Can Sorts	Sentmenat	Vallès Occidental
IE Marta Mata	Torelló	Osona
Escola Pia Sabadell	Sabadell	Vallès Occidental

Les Escoles de Gurb	Gurb	Osona
Escola Sant Martí	Barcelona	Barcelonès
Segimon Comas	Sant Quirze de Besora	Osona
Les Pinediques	Taradell	Osona
L'Era de dalt	Tona	Osona
Escola Els Cingles	Ametlla del Vallès	Vallès Oriental
Escola Terra Nostra	Olost	Osona
Sant Miquel del Sants	Vic	Osona
Valldemia	Mataró	Maresme
Escola Pirineu	Campdevàrol	Ripollès
Escola Tomàs Raguer	Ripoll	Ripollès

Figure 2: Results obtained from question 2.

Figure 2 shows that the majority of the respondents are from Osona, but also there is representation from Girona and Tarragona.

The third question: “At which grade/grades are you teaching this year?”, shows that normally English teachers teach in more than one grade. In the first grade there are 12 teachers, in the second grade 14, in the third grade 11, in the fourth grade 15, in the fifth grade 14, and in the sixth grade 14. The majority of the teachers surveyed in this study are teaching in fourth grade with a 57,7% followed by second, fifth and sixth grades with 53,8%. The first and third grades also have a considerable representation with a 46,2% and 42,3% respectively. Figure 3 presents these results.

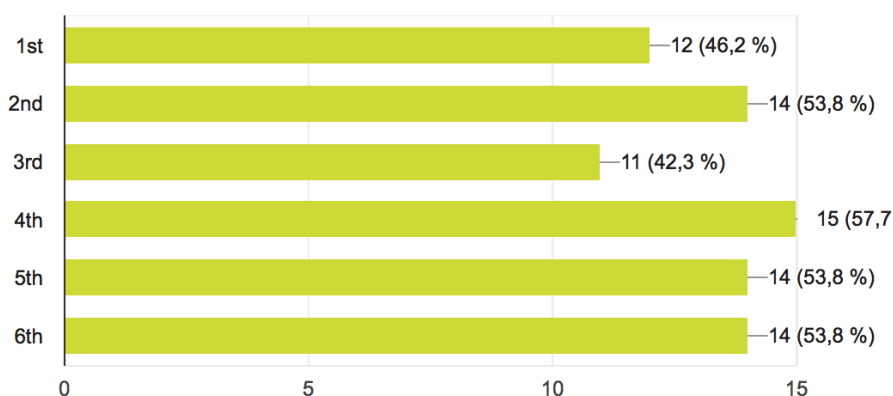


Figure 3: Results obtained from question 3.

Question 4: “What materials do you use in your lessons?”, is about the materials that English teachers use in their lessons. There were seven materials to choose and a little space to write more of them. The most used materials are worksheets and projectors with a 84,6% and computers with a 76,9%. The next most used materials are textbooks with a 65,4%, digital books with a 53,8%, corners with a 34,6%, and tablets with a 26,9%. Teachers also mentioned that they use other materials like the digital board, flashcards, storybooks, songs, chants, games, blogs, magazines, and their own materials. Figure 4 shows the results obtained in this question.

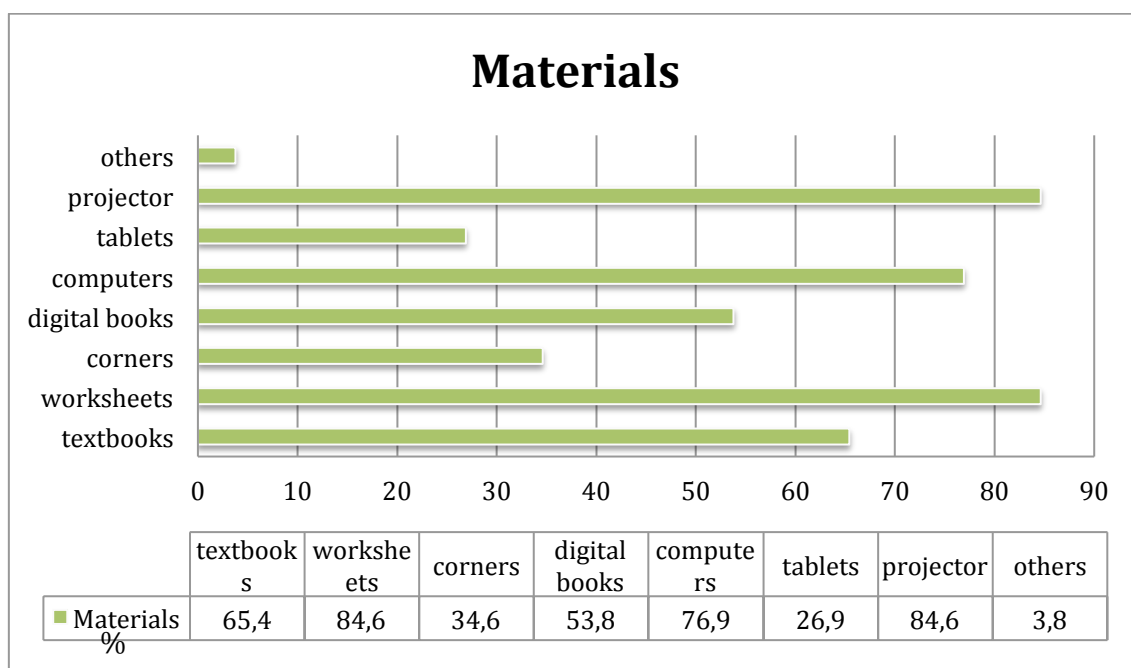


Figure 4: Results obtained from question 4.

Question 5: “What is the profile that identifies you?”, shows that the most common profile with a 69,26 % are teachers that use ICT’s and they think that they prove to be very valuable in the teaching of English. The second most voted profile are those who use ICT’s and they create their own tools and they also share them with their colleagues with a 23,1%. Those who use and they create their own materials are a 11,5% and those who do not use ICT’s but they think they may improve their teaching of English are a 7,7%. The other options have not obtained votes. Figure 5 shows the results of this question.

	%
I do not use ICTs and I believe that they are of no use in improving the	0,0

teaching of English	
I do not use ICTs but I think they may improve the teaching of English	7,7
I use ICTs but I believe that they are of no use in improving the teaching of English	0
I use ICTs and I think they prove to be very valuable in the teaching of English	69,2
I use ICTs and I create my own tools	11,5
I use ICTs, I create my own tools and I also share them with my colleagues	23,1

Figure 5: Results obtained from question 5.

Question 6: “How many hours of ICT training have you received?”, shows the hours of ICT training that teachers have. The 46% of teachers have more than 30 hours of training, the 31 % have less than 30 hours of training and a 23% of teachers have never received ICT training. Figure 6 shows the results obtained.

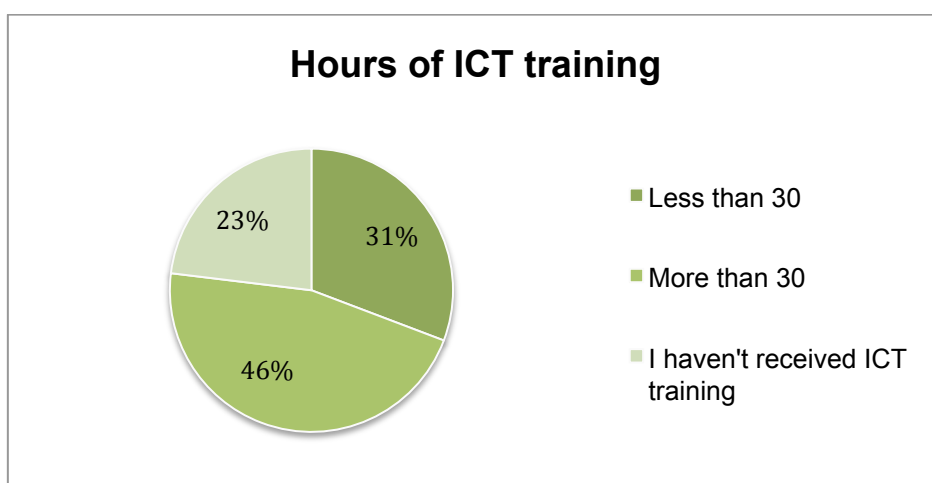


Figure 6: Results obtained from question 6.

Question 7: “Is the ICT training useful in for EFL teachers?”, shows that the majority of teachers believe that ICT training is useful, but it’s not enough to learn how to use ICTs, and they need to integrate ICTs with the subject and the specific goal. This majority is reflected with 76%. A 24% of teachers believe that ICT training is core in the training of EFL teachers and they believe that ICTs play a vital and unparalleled role in improving EFL learners’ skills. Finally, there is not any teacher who considers that ICT training is not useful. Figure 7 shows the results obtained.

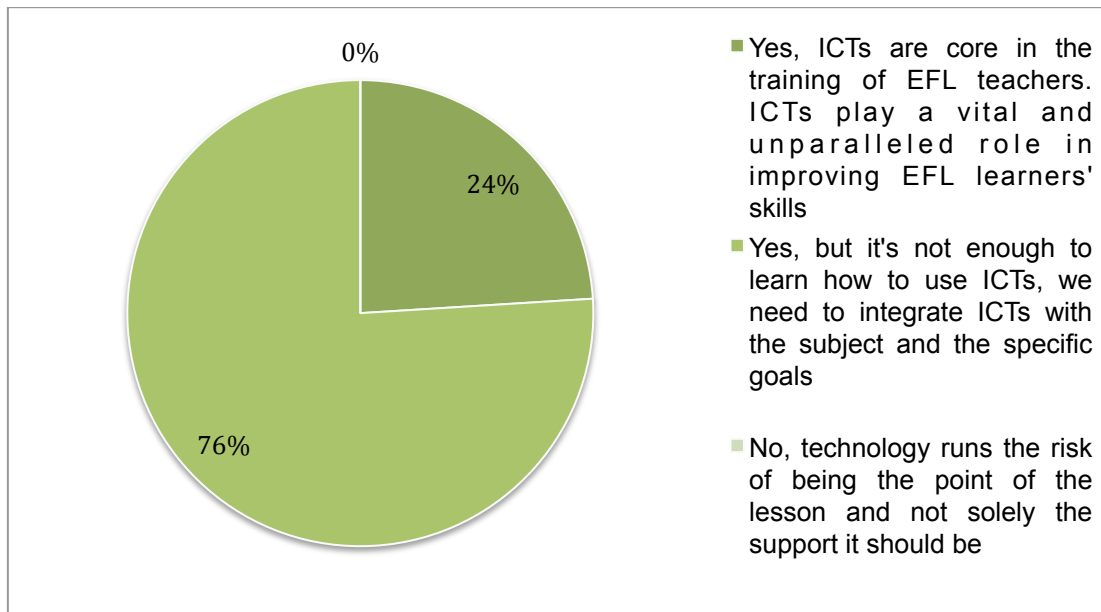


Figure 7: Results obtained from question 7.

Question 8: “Do you think the level of ICT use in teaching English as a foreign language (EFL) has changed the way you teach?”, shows that all the teachers surveyed believe that ICTs have changed their teaching practice.

The arguments given by the respondents show that everybody thinks that new technologies have changed the way we teach. Teachers have become a guide and methodologies are centred on the student. Sessions are more dynamic and contextualized and they can use more resources, facilities and applications. Thus, teachers have to update their way to teach.

Question 9: “Do you regularly use ICTs in class?”, shows that the 85% of teachers use regularly ICTs in class, whereas the 15% do not. Figure 8 shows these results obtained.

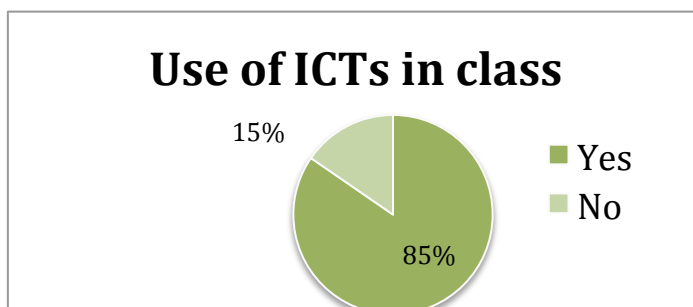


Figure 8: Results obtained from question 9

On the one hand, teachers argue that Internet is full of false information and there are schools don't ready to use ICTs. Moreover, the lack of time is a barrier. On the other hand, they say that using ICTs in class allow them to have many resources and material available more interesting for children.

The same question also asked to name a list of the tools they used. The tools named by them are reflected in figure 9.

Tablets	ComicStrip (designing app)	Projector
Computers	Laptops	Blogs
Google Drive	Digital Board	Digital portafolios
Google Forms	BBC news	Word processors
Power Point	Youtube	Kahoot
Interactive game online	Interactive white board	Quizzes online
Plickers	Digital textbooks	Storytelling
Voki (recording app)	Songs online	Online dictionaries
IWB	Internet	Recording camera

Figure 9: The list of tools used by teachers

As can be seen in the previous results, the majority of teachers use ICTs regularly in class and they also use different tools that help them to make their lessons more motivating and enjoyable. Most of these tools can be run with Internet connexion or using computers.

Question 10: "Does the use of ICT in EFL classes bring about positive changes into the classroom?", shows that the most voted option is "More motivation and interest in the subject of study with a 92,3%, the second most voted option is "More resources and study materials available on line with a 84,6%. Figure 10 presents the percentages of the answers of the tenth question.

	%
More motivation and interest in the subject of study	92,3
More resources and study materials available on line	84,6
Learner autonomy improvement	57,7
Learner-centred approaches	23,1

Enhanced class interaction	34,6
Enhanced teaching performance	38,5
Exposure to real-life situations	57,7

Figure 10: Results obtained from question 10

Question 11: “What are the disadvantages of using ICTs in EFL lessons?”, shows that the majority of teachers think that “The lack of resources to invest in technology” (57,7%) and “Limited teacher ICT training” (50%) are the most common barriers. Figure 11 presents the percentages of the results obtained.

	%
The lack of resources to invest in technology	57,7
Limited access to the technology you would like to use in your lessons	34,6
Limited teacher ICT training	50
Limited ICT student training	15,4
Digital native students vs. Digital immigrant teachers	15,4
Others	3,8

Figure 11: Other disadvantages mentioned in question 11

Some teachers also mentioned other disadvantages like students are sometimes too excited, too much resources and not all of them are good enough, difficult to find science materials adapted to the students level, and the lack of time to organize, to plan and to integrate resources in class.

Question 12: “Do you think you need more training in how to use ICT in EFL lessons?”, shows that the majority of teachers think they need more training (92%), and only a little representation think they are sufficiently trained (8%). Figure 12 shows the results obtained.

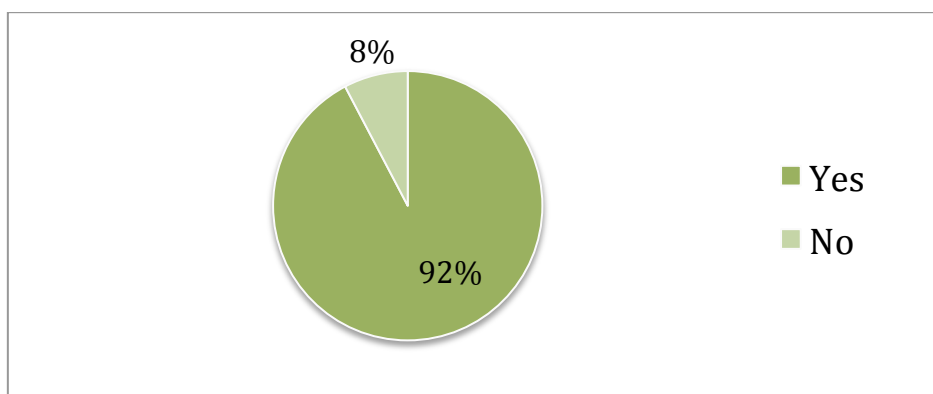


Figure 12: Results obtained from question 12

Teachers say that technology is always growing and it is necessary to train teachers about how to use ICTs and which are the best resources. Every day appears new tools, and teachers need to know the best resources to implant in their classrooms. For this reason, some teachers believe that they need continuous training and others claim to dedicate more time to ICTs training.

Question 13: “What are some of the best ways you are currently using ICTs?”, shows that in general the respondents describe different ICT tools used with computers and Internet connection. They use these tools to diversify language models. The tools mentioned by the respondents are interactive activities, Internet apps, webpages and word processors.

Question 14: “Do you think ICTs keep students motivated?”, reflects that all teachers think they do. The 100% of the respondents asked believe that technology increases motivation. Some of the arguments that the respondents said are that ICTs keep students motivated and it is more enhancing than working on traditional activities. In addition, ICTs help to develop the real English language, they also can learn with more autonomy and it is easy to gain and keep their attention. Students prefer online activities because they are native digital. Moreover, ICTs offer multiple channels and supports. Therefore, all the respondents think that technology keep students motivated and all the arguments answered are positive.

Question 15: “Do you think ICTs enhance learner autonomy?”, shows that the 88% of teachers answered believe ICTs enhance autonomy and the 12% answered ICTs are not a good way to enhance autonomy. Figure 13 shows the results obtained.

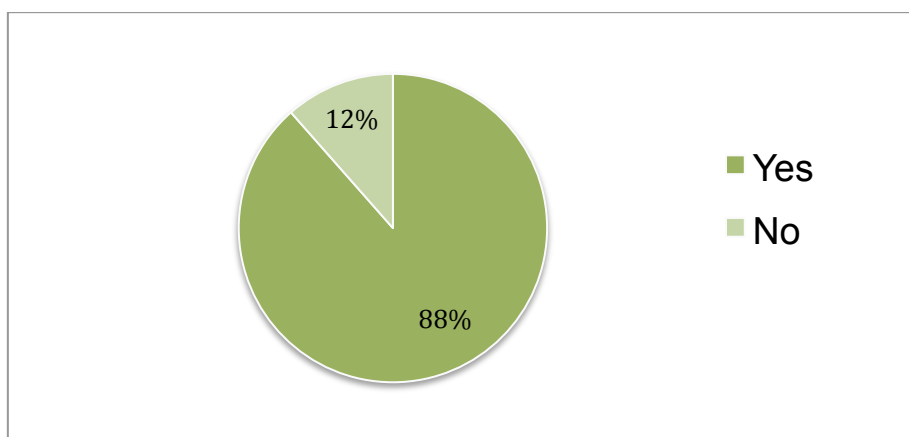


Figure 13: Results obtained from question 15

On the one hand, the respondents justified their answers expressing that ICTs allow children to take part in and self-correction. Technology offers students to work on their personal rhythm and to solve their own problems. Furthermore, students are more motivated and it raises their attention. On the other hand, some respondents believed that technology enhances students' autonomy depending on the resource and the age of the learners. They argued that at young levels it is difficult to enhance autonomy, but it does with the older ones.

Question 16: "What concerns do you have about your student's use of ICTs?", presents different arguments. On the one hand, technology can give students false information and can be used for bad purposes. Thus, teachers are worried about using ICTs correctly. On the other hand, the respondents explained that technology might still be seen as entertainment, despite students are unconsciously learning. Moreover, it also worries teachers the lack of control when they are working alone. Therefore, the respondents' concerns are in line with safety issues.

Question 17: "Does ICT-aided learning improve the listening skills of students?", shows that 96% of respondents believe that ICTs improve listening skills and 4% of respondents believe that ICTs don't improve listening skills. Thus, the majority of teachers think that ICTs help to improve the listening skills. Figure 14 shows the results obtained.

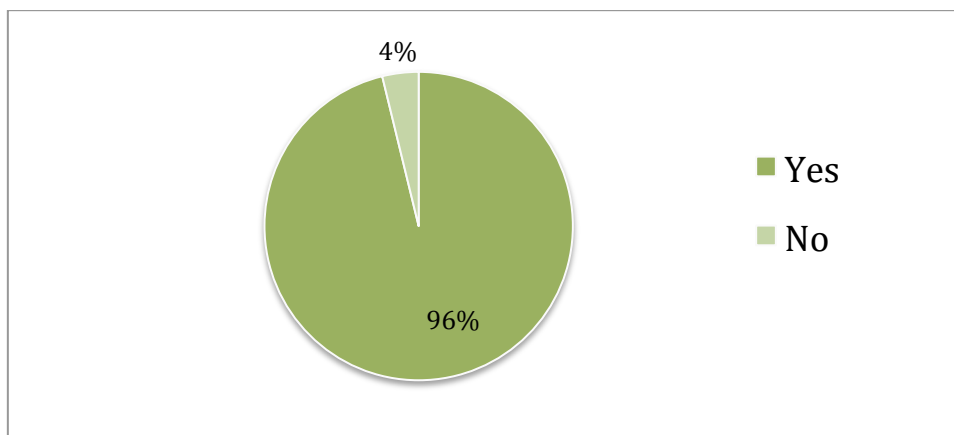


Figure 14: Results obtained from question 17

The respondents justified their answers saying that technology allows more exposure to a real English and with native speakers. They also argued that Internet offers lots of real material and students can choose information as per their preferences. Moreover, students are not listening always the same voice, and they can listen more accents. However, some respondents answered that they had not seen difference in this particular skill and others believed that depending of the activity.

Question 18: “If applicable, what ICT tools do you use to improve the listening skills of your students?”, shows the most common tools used by teachers to improve listening skills. Figure 15 shows the list of these tools.

Computer	Tablets	Digital camera
Broadcasts	Youtube	BBC news
Songs	Cartoons	Films
Seesaw	Puppets	Online games
Fairy tales	Radio channel	CD players
Projector	British council	Koala text (page web)
Voscreen (app)	Duolingo	Edpuzzle

Figure 15: The list of tools used to improve listening skills

Question 19: “Does ICT-aided learning improve the speaking skills of students?”, presents that the majority of teachers (61%) believe that it helps to improve, whereas the 39% believe that it does not help. Figure 16 shows the results obtained.

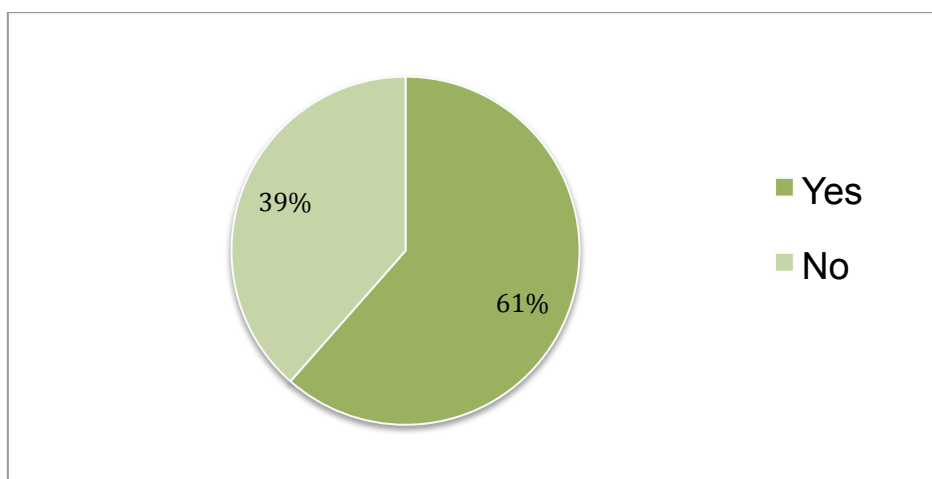


Figure 16: Results obtained from question 19

On the one hand, some of the positive arguments mentioned by respondents are that technology offers lots of resources in a real English language and students have good models of pronunciation and intonation. Students repeat easily and talk with some other students abroad. On the other hand, some of them believe that speaking is the most difficult skill to improve and it depends of the activity. In addition, some respondent believed that speaking skill can be better attained in the regular classroom by means of interactive oral activities in small groups.

Question 20: "If applicable, what ICT tools do you use to improve the speaking skills of your students?", shows the most common tools used by teachers to improve speaking skills. Figure 17 shows the tools mentioned by teachers.

Films	Role Play	Listenings
Vocabulary	Songs	Karaokes
Voki for education	Recording drama	Online games
Video share	Recording their voices	Projecting images
Songs	Dialogues	Interviews
Duolingo	Video càmera	Dictionary of pronunciation
Puppets	Seesaw	Listening phonics
Stories	Youtube	No one

Figure 17: The list of tools used to improve speaking skills

Some teachers explained that they used similar tools to teach speaking skills. Some others explained that they don't use ICT tools in their speaking lessons or that they don't know any.

Question 21: "Does ICT-aided learning improve the reading skills of students?", shows that 88% of the respondents believe that technology helps to improve reading skills and the 12 % believe that technology don't help to improve reading skills. Figure 18 shows the results obtained.

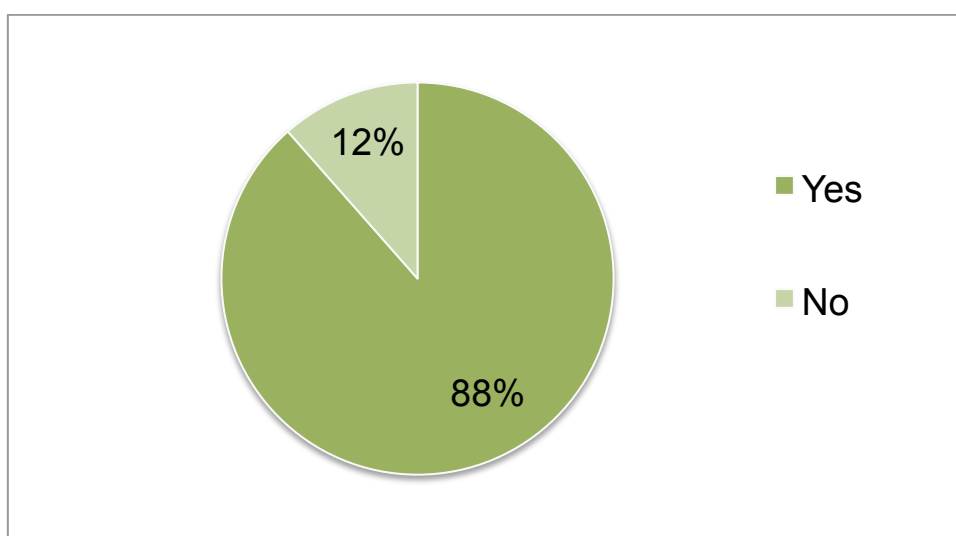


Figure 18: Results obtained from question 21

On the one hand, some respondents believed that ICTs provide them more opportunities of practicing reading skills using different types of text. Students have to read what to do before starting any online activity proposed in class. In addition, they have to search for information or play a game, so they have to read. On the other hand, others respondents thought that depending on the activity and the level of learners.

Question 22: "If applicable, what ICT tools do you use to improve the reading skills of your students?", shows the most common tools used by teachers to improve reading skills. Figure 19 shows the tools mentioned by teachers.

Digital books	Comics	Role Play
Films	Google Forms	Interactive games
Plickers	Kahoot	Online books
National Geographic online	Seesaw portfolio	Stories

Lyrics	Internet	Projector
Computer	Digital slates (App)	Karaoke
Interactive text book	Duolingo	Blogs
Koala readers and web	BBC news	Edpuzzle

Figure 19: The list of tools used to improve reading skills

Some teachers also mentioned that they don't use any digital tool to improve reading skills or they are not ready to use it.

Question 23: "Does ICT-aided learning improve the writing skills of students?", shows that a 81% of the respondents believe that technology improve writing skills and a 19% believe that technology do not improve writing skills. Figure 20 shows the results obtained.

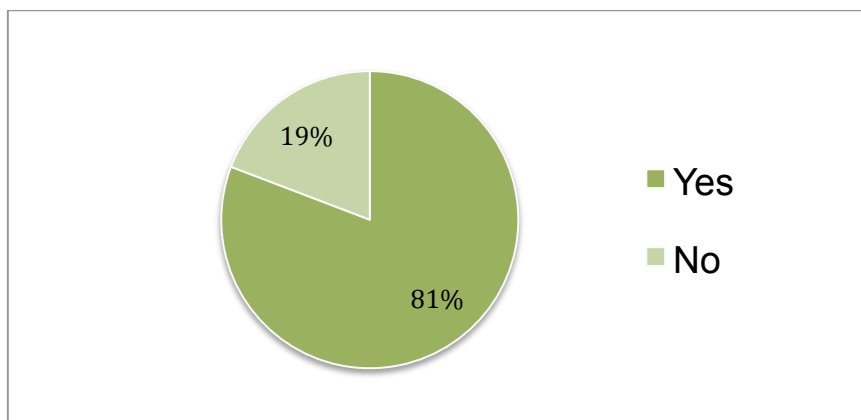


Figure 20: Results obtained from question 23

On the one hand, some responders believed that technology could improve writing skills because students can use ICTs tools to write and to check their productions. Moreover, it is more enhancing for them to write using computer or tablets than on paper. On the other hand, some respondents thought that technology can improve writing skills depending of the activity and the tool used.

Question 24: "If applicable, what ICT tolos do you use to improve the writing skills of your students?", shows the most common tools used by teachers to improve writing skills. Figure 21 shows the tools mentioned by teachers.

Comic writers	e-pens	Computer
---------------	--------	----------

Projector	Interactive activities	Letters
Blogs	Mailing	Writing games
Storybird	Word processor	Online dictionaries
Digital Book	Google Drive	Computer
Projector	Book Creator	Duolingo

Figure 21: The list of tools used to improve reading skills

Some teachers also mentioned that they don't use any digital tool to improve reading skills or they are not ready to use it.

4. Conclusions

To conclude this project I want to present you the conclusions that I reached after doing the research. This research was aimed at analysing the advantages and disadvantages of using technology in EFL and to find out about teachers beliefs around the use of technology in the process of English learning. To achieve my objective, a questionnaire was designed and distributed to English Primary Education teachers in order to collect and analyse the essential data to reach the conclusion that I am going to present .

Firstly, the results described in this study seem to indicate that the use of technology in EFL increases motivation and resources available. Moreover, the teachers surveyed think that ICT enhances learner autonomy. These results coincide with the theory that Hoven (1999), Genc (2009), Arnó (2012), Mujtaba (2013), Cutter (2015), Pourhosein (2015), and Okert (2018) present in their studies. They believe that technology provides more content, increases motivation and helps to develop learner autonomy. Thus, the teacher's opinions are in line with the existing literature.

Secondly, all teachers surveyed believe that ICTs have changed the way we teach. Some of the respondents' arguments reflect that the role teachers are becoming a guide, and technologies also encourage student-centered methodologies. According to Mujtaba (2013) and Mollaei (2013) the classroom becomes more learner-centered, as a consequence teachers change their teaching practice. Therefore, the studies and the results are in concordance.

Thirdly, the majority of teachers surveyed think that ICTs provide more resources and study materials available on line. These results are in concordance with Genc (2009), Arnó (2012), Mujtaba (2013), and Mohamed (2014) that emphasize that technology offers authentic materials and resources that help learners to improve their language acquisition. Moreover, teachers and authors claim that technology provides a great variety of content in a real context that allows interaction with people around the world.

Fourthly, a greater number of teachers believe that the most common barriers are the limited ICT teacher training and the lack of investment in technology. These answers are in line with Mollaei (2013), Gholaminia (2014), Imad (2015), and Pourhosein (2015) who point out the incompetent technical knowledge and the lack of technology financing as the most difficult barriers. In addition, the surveys show that the majority of teachers think that they need more ICTs training. Thus, teachers are aware of these deficiencies. However, the vast majority state that they regularly use ICTs in class and a minority says that they do not use them.

Fifthly, the results of the surveys say that the majority of teachers think that ICTs help to improve students listening skills. This statement is in line with Basheer theories (2013) who believes that ICTs in listening skills furnishes students with visual and voice inputs which can improve their information and ideas, and as a consequence their listening skills. Thus, the arguments and the statements pointed out by teachers and researchers are in the same line. As to the other abilities, more than a half of the teachers believe that technology improves speaking, reading and writing. Basheer (2013) claims that each technology tool has specific benefits for each of the abilities. The teachers surveyed mention some specific tools for each skill but the most used tool with all the abilities is the computer, Internet, projector and different Internet apps.

Finally, the majority of teachers think that ICT training is useful, but it's not enough to learn how to use ICTs, and they need to integrate ICTs with the subject and the specific goal. They note that they need more ICT training. Mollaei (2013), Gholaminia (2014), Pourhosein (2015) and Cutter (2015) highlight that teachers training it's crucial. They believe that teachers should know about technological tools to implement them in their lessons. Moreover, the authors add that teachers should be open-minded to receive this instruction. Dedeney & Hockley (2007), Arnó (2012), and Pourhosein (2015) coincide with the statement that negative attitudes in front of technology affect the way that teachers implement it in their classrooms. The data obtained doesn't

reflect the negative teachers attitudes, but some of them have expressed that they don't use technology in the process of teaching English.

To conclude, I realise that using ICTs in EFL classrooms have more advantages than disadvantages. The theories of the authors and the majority of the respondents point out more advantages. Although there are some disadvantages, the tendency is to believe that using ICTs in EFL classrooms is more positive than negative. Maybe futures studies might be in line to find out more negative aspects.

I am aware of the limitations of my research. Since it is a case study, my results are based on a limited data collection. Therefore, if I had carried out the surveys in to more teachers, the results might have been different, trustier and more generalized. Nevertheless, the results obtained are sufficiently significant to assert that technology provides lots of advantages but also some disadvantages.

This research could be extended. One the one hand, during this study I only surveyed 26 teachers. Doing this, I could have more information on the impact of technology in EFL and maybe I could draw more conclusions about its advantages and disadvantages. I have to state that if I had had more time, I would have liked to do more research about the most efficient technological tools for each skill. On the other hand, in the last decade, there have been many studies about the advantages of ICTs in EFL but few on the disadvantages. For this reason, I consider the need to have more studies about the disadvantages of ICTs in the English learning. Recently, some studies start to show that computers screens and tablets are addictive. Therefore, if I were to extend the study further, it would possibly include a research line on screens.

To end up, I want to say that this project has been a good experience to learn more about the use of technology in English as a Foreign Language. This project has helped me to realise that there are lots of technological tools to use in English lessons. Moreover, the use of technology has benefits and barriers. As a teacher, you need to choose the best tools to achieve the learning objectives. In addition, it is clear that teachers need more ICT training but it should be more focused on pedagogical approaches.

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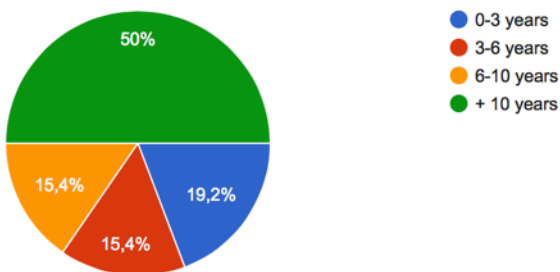
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6. Appendices

1. How long have you been teaching English?



26 respuestas



2. What's the name of your school?

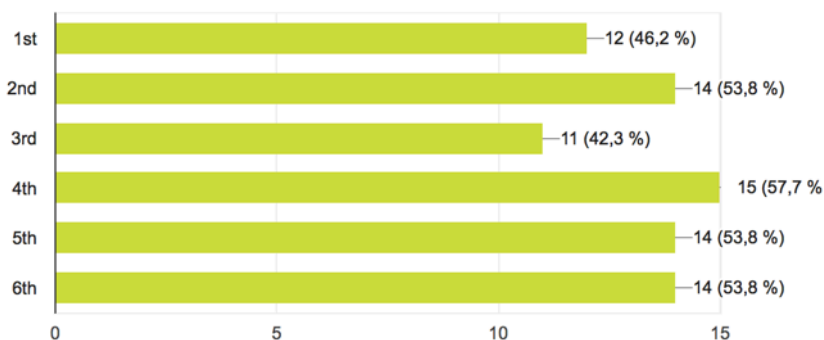
26 respuestas

Escorial
Pompeu
Institut Escola Lloret de Mar
Ildefons Cerdà
Escola Salou
Joan XXIII
-
Escola Can Sorts
I'm not always at the same school
IE MARTA MATA
Escola Pía Sabadell
Les Escoles de Gurb

Escola Sant Martí
Segimon Comas
Les Pinediques
I was in many schools
Sant Miquel dels Sants
l'Era de dalt
CEIP Joan XXIII
Escola Els Cingles
Escola Terra Nostra
Elpetitmiquel
Valldemia
L'Era de Dalt
escola pirineu
Escola Tomàs Raguer

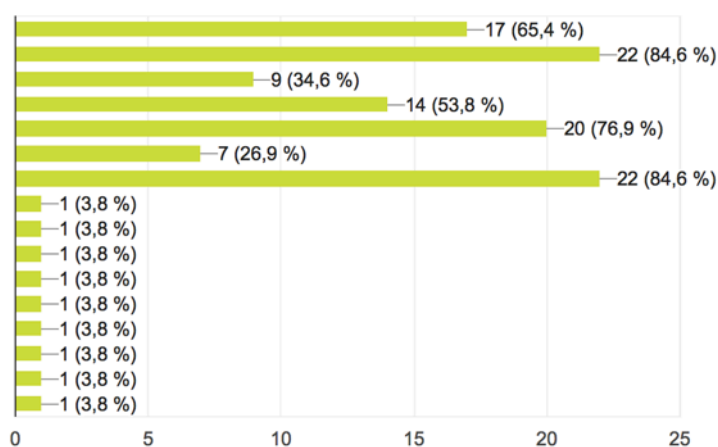
3. At which grade/grades are you teaching this year?

26 respuestas



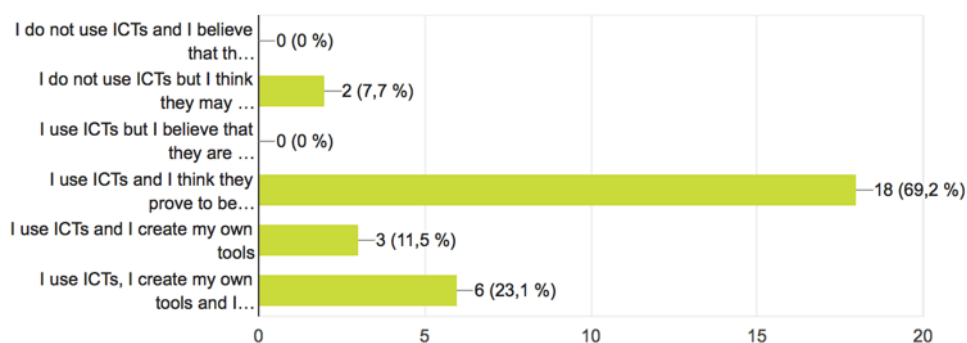
4. What materials do you use in your lessons?

26 respuestas



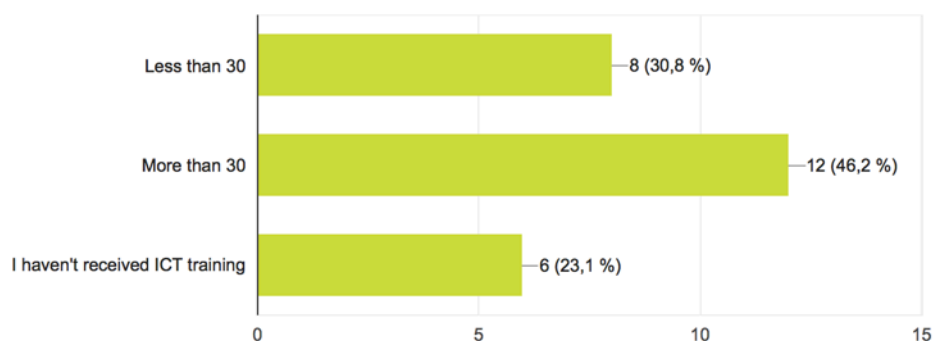
5. What is the profile that identifies you?

26 respuestas



6. How many hours of ICT training have you received?

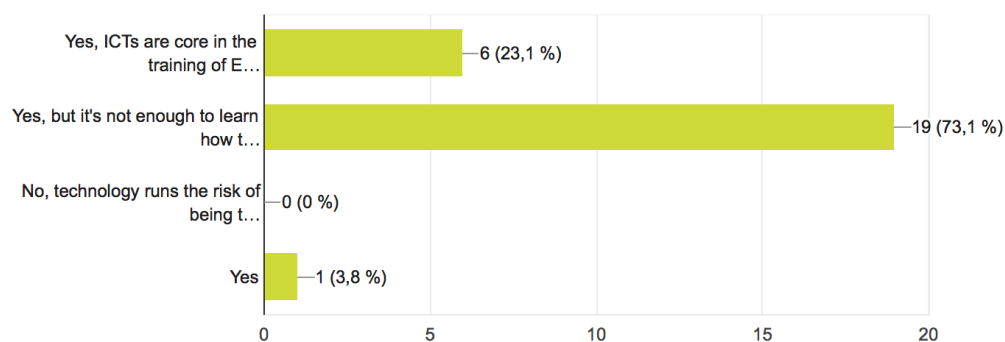
26 respuestas



The role of ICT in the teaching of English as a Foreign Language

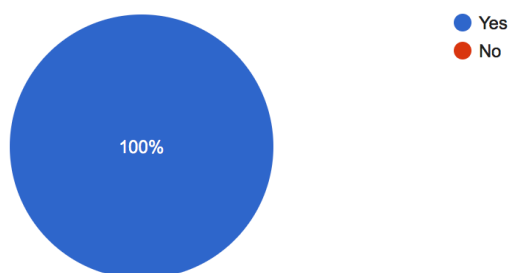
1. Is ICT training useful in for EFL teachers?

26 respuestas



2. Do you think the level of ICT use in teaching English as a foreign language (EFL) has changed the way you teach?

26 respuestas



Please, justify your answer

26 respuestas

I have incorporated new materials and the children can interact with the real English language. The role of the teacher is a guide.

ICT tools increase motivation and the management of the class must be well planned. They also allow children to work at their own path. They also encourage student-centered methodologies and therefore, the organization of the class varies.

It is much more motivating for learners rather than traditional methods.

You are open to the World

Because children are more motivated and it's challenging for them.

May add dynamism to the session

I have updated my way of teaching

Yes, because it has changed the way I present materials and input, but as well as the way kids see the use of it as a source to give a purpose to language learning.

With ICT your lesson is "easier" to understand.

IT'S A VERY USEFUL TOOL TO FIND IMAGES, to prepare activities, to find information, videos...to find oral models, songs, stories ...

It gives you more resources.

-The motivation is very important.
-People can interact and collaborate with others.

It gives us more facilities, material and makes our lessons funnier too

It helps approaching students to a real English context outside the classroom. Besides, it provides appealing material to make English lessons more enjoyable.

Because I can make my sessions more contextualised using real images, for example.

Interest

There are many new applications and ideas to learn English which are getting popular among learners of any age

When I started being a teacher, I never use computers. Now, I use ICT almost every day (PDI, laptops, computers, ...)

It is easier this way to use gamification, to flip the class and to motivate the students to research on The Internet and to produce projects in the target language using different apps.

Icts give the possibility to make my students work more autonomously and be responsible for their own learning process

Knowing new ways of teaching (using ICT) is the starting point if you want to apply them in class

Classes are more motivating and it helps to open minds

It allowed me to create a CLIL project (English+ICT)

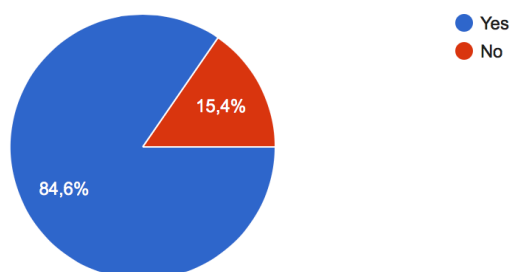
The more ICT resources you have, the more you catch your students

the lessons are more motivating

Because I have more tools to work and motivate my students.

3. Do you regularly use ICTs (Information and Communication Technologies) in class?

26 respuestas



Please, justify your answer and list the ICT tools you use in your daily work

26 respuestas

The net is huge and there is a lot of false information.

I use:

- british council
- cambridge resources

Google drive, google forms, power point, interactive games online, plickers, recording apps (voki), designing apps (comic strip maker, canva),

Laptops and digital board

BBC news / Google / youtube /

Interactive white board, on-line games, voki.com, ppt for projects...

Power point (embedded sound and videos, mystery pics, etc), songs, countdown tools, tools to select students at random and to generate groups, digital textbooks, class dojo...

Overhead Projector, computer...

Seesaw, blogs, drive, online presentations, digital board, tablet and online games

No because not all schools are ready to use them.

projector, internet , you tube, word, squemes...

I use digital boards, books, games amb videos every day.

Sometimes blogs

I use different online material, iwb games, etc.

Kahoot, quizzes, storytelling, online games, drive

Projector, computer, netbooks

Time and resurces

I am focused on kids' movements and physical material while learning

Power points to present conferencies, dictionaris.cat, WordReference, research in internet, vídeos, koalatext,

Tablets and smartboards with Internet connection

Laptops and headphones, school blog updated by the teachers with activities, smart board

More resources, more interesting for the children, faster, cheaper...

At least once a week. We use: Drive, googleclassroom, google my maps, Quizziz, Kahoot, internet, IWB.

A part from the projector, computer & digital books in the classroom, we have 1h a week in the ICT room to integrate language and ICT content, or simply to reinforce language/grammar chunks.

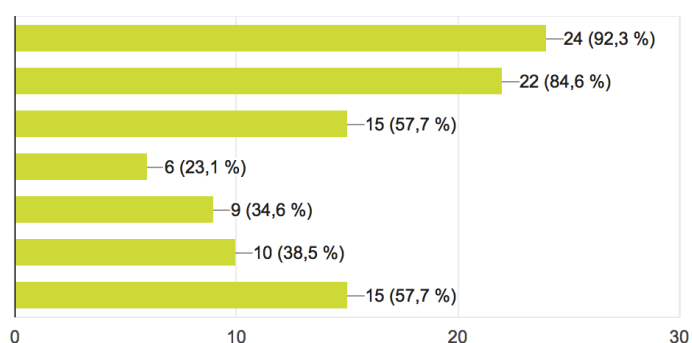
Translation Dictionaries, dictionary of pronunciation, answer garden, recording camera, computers, digital board, tablets

digital board and laptops

I use the digital book, different websites, youtube songs or stories...

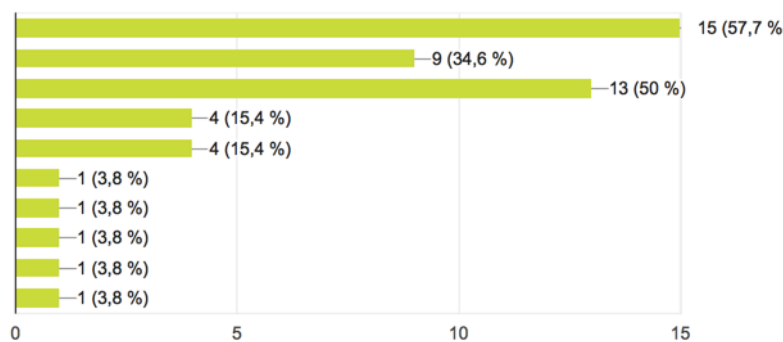
4. Does the use of ICT in EFL classes boring about positive changes into the classroom?

26 respuestas



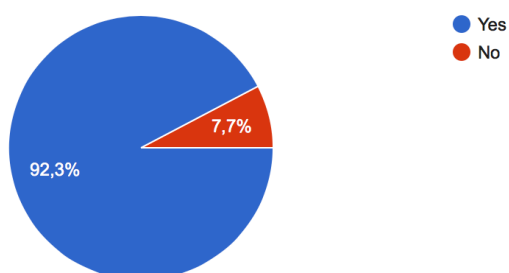
5. What are the disadvantages of using ICTs in EFL lessons?

26 respuestas



6. Do you think you need more training in how to use ICT in EFL lessons?

26 respuestas



Please, justify your answer

26 respuestas

Internet is always growing and teachers need to train.

There are many tools, apps, methodologies and experiences appearing every day, so you have to be up to date.

It is necessary to train teachers about how to use ICT and which are the best resources.

There are new ICTs every day

Because new technologies, programmes or apps appear constantly. It's necessary to be updated.

Digital teaching (and Learn in) is ever evolving, only life-long training may help us keep up with new tech tools, new insights on how to use them and advancements on how students can best benefit from it

I have not had enough training

I would like to have more time to spend on trial error in programmes and apps, as well as to share and see how can ICT can improve learning.

ICT is always changing. Teachers should always improve.

I'd like to receive lessons about using the digital board, for example

There are always things to learn

We need time, support and materials to use them.

I think it would be useful to have continuous ICT training as technologies change so fast

It is never enough

Because ICT is much more than just projecting images, but we need time and practice to use them in class

I do my best

I think I still underestimate the use of ICT. A few days ago I went to British Council 2 hour workshop about tips and tricks for primary students and I've got interesting ICT resources from there

If you try, you learn

I have investigated a lot on my own, and when I have attended ICT training courses everything was very basic for me. I would need more specific higher training courses.

We need lots of things: an ICT technician at school to solve the continuous problems with computers or the net, training and time to update our knowledge

New resources appear everyday, so you always think you need to learn more and more. It's an endless way.

Because there are always new apps and resources to learn and use.

Technology advances way too fast for me to catch up!!!

I think I should have regular training in ICT

I have to know new tools

To improve you need training

7. What are some of the best ways you are currently using ICTs? Please briefly explain them.

26 respuestas

Through individual computers, with interactive activities, etc.

Using VoKi to record children voices after practicing writing.

To do group projects

Digital books, activities from diferent webs, BBC news in one minute, songs or videos in Youtube...

Recording them in short plays or role-plays. They are motivated in learning by heart their roles, and having a good pronunciation.

They enjoy watching themselves on the screen, they realized how they did it.

To diversify the language models students have in class and to bring about a sense of openness and international experience in the class room. Also, to attend to more of the multiple intelligences and to add dinamism to the sessions

When starting a new topic or lesson e.g. I use the digital textbook. We also watch videos in internet when listening to songs or telling stories.

Online portfolios

To little kids I usually use pictures or interactive games online.

I use ICT as a tool , as an information resource and as a help to acquire the contents.

Digital board

In news, stories, information...

Iwb games, web quest

To participate in projects like Etwinning, creating my own material like Kahoot games to engage my students, make my students researcg information on a topic...

Video resources to improve pronunciations and give them different language models

Smart board

Projecting songs which we sing

Learn vocabulary, writing, Reading and listening activities

We have got a classroom blog in the target language with Seesaw Class, my students are creating their own portfolio in English using Book Creator, they post their ideas to Wallwishers, do tests in Socrative, record themselves in videos talking about different topics of their lives, play Kahoots... among others.

Work in corners using laptops and headphones

Classroom, Edpuzzle, Padlet, koalatext and different websites full of resources

To look for information, to review lessons, to do projects.

Group/pair projects; exchanges/communication with other schools; student role-play recordings; etc.

Working regularly with one computer per pupil

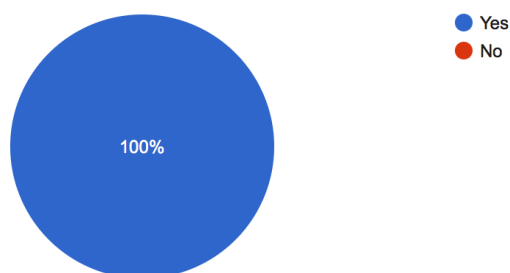
digital book

I like when students play games on the digital board, or when they read texts on the computer and they solve self-assessing exercises, or when they learn vocabulary through the songs or power points...

ICT impact on EFL students

1. Do you think ICTs keep students motivated?

26 respuestas



Please, justify your answer

26 respuestas

Yes. Ict's keep students motivated and help to develop the real english language.

Yes, provided that the activities are well organized, meaningful and purposeful.

They get engaged quite quickly.

They can participate in interactive activities, songs that they like, ...

Interaction, activities which are different from the ones in an ordinary class.

They offered multiple channels and supports

It involves everybody because it is audiovisual

They see something which is very close to their reality, tablets, videos etc that are also used to learn. And this is really motivating

Because they like them.

the images, the real information, the oral activities...

They like it

They can share knowledges.

It's more enhancing

Children love using ICT devices like tablets or smart board

It's what they are used to and it's easier to gain and keep their attention

New Technologies

When they see my tablet they want me to play their favourite song

They feel comfortable and they love using new technologies

They are native digital users, they prefer doing activities online.

They love using technologies

because they can see the results immediately

They can learn with more autonomy, they can work in their own rythm,...

It's attractive & students are more and more used to using ICTs as a useful tool in their everyday lives.

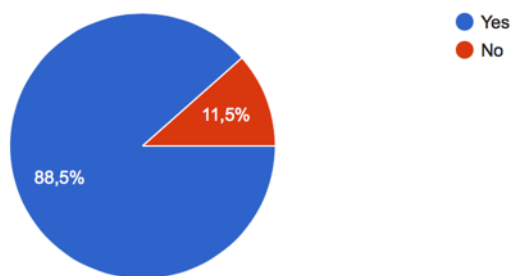
They are a really useful tool and they are native in ICT

the audio and images are better than the classbook

Digital contents are always motivating for Kids

2. Do you think ICTs enhance learner autonomy?

26 respuestas



Please, justify your answer

26 respuestas

Yes, children search, write, listen and create alone, developing their autonomies.

Because they allow children to take part in.

They have to be autonomous in their learning process

Self correction, personal rythem

Yes, once they get used. Sometimes the process is long.

Info, language and support can come from the students themselves by the click of the mouse or just by tapping a screen

I am mot sure about it.

It promotes learning to learn. It allows going at they own pace lessening from each other and sharing knowledge and experiences.

Depending on the resourse...

they have to solve the problems themselves

S

They learn resources to use in the future.

More motivated, more enhanced

You can suggest activities to respect students' learning paces...like in corners.

No,at the level I'm teaching this year, but it does with the older ones, when they have to use technologies to find out information or to communicate imformation.

They Work by themselves

Because it raises their attention

SS can use different webs to search information

They can research on The internet about anything or they can learn on their own using Duolingo, for example.

Most of the activities are to be self-corrected

They can go on at home and individual plans are easier to prepare

They are able to work alone and following their own rythm.

Yet guidance from the teacher is a must.

Learner can look for the answer he needs alone

When you do a project

They don't need the teacher so much.

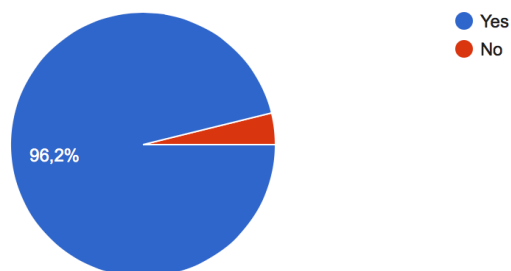
3. What concerns do you have about your student's use of ICTs?

26 respuestas

I don't know (2)
False information and good use.
Time of exposure, learning good habits...
The use of ICT for other purposes.
Nothing
...
Decreases social skills
My way of teaching
That some might still see it as entertainment, and do not care too much about the device or the importance of the activities they are doing. Despite they are unconsciously learning, but some might not take it seriously.
It takes too much time, and the technology problems
Ns/nc
I do not care about this aspect in my class.
They would need some training too
They are becoming more autonomous...
Not many this year because they are 8 year olds, but with older ones the proper use of some tools.
Not to spend too much time with ICT
-
It is very important to have a good app for the control management of the tablets and we have to teach the students how to behave when working and using the ICT.
They need more training at school, they need to be trained across the different subjects
They have to be used as one resource more but not as the main one. We can't forget that learning a language is speaking and speaking. So, ICT yes, but not as the main activity.
The lack of control when they are working. Sometimes it's difficult to control the pages they visit.
Safety issues, mainly.
Indispensable
they can achieve the goals
Sometimes, when they work in pairs or individually I think they don't understand some vocabulary.

4. Does ICT-aided learning improve the listening skills of students?

26 respuestas



Please, justify your answer

26 respuestas

Ict tools influence the motivation and, therefore, in their learning.
They allow exposure to native-speakers.
It does not make a difference in this particular skill
Real English, different accents,...
More exposure tout the English language in different contexts.
Although what does improvisació it the most to me is discussing what they just heard
Because it is real communication
They have plenty of different audio references and sources.
Because they are not listening always the same voice (the teacher), they can listen more accents and more variety of activities.
they can listen to native speakers, educative videos...
Real stuations
In all the skills: listening, reading, speaking and writing.
You can provide them with more oportunities of practicing their listening skills
You can use real material like songs, radio podcasts...
There are lots of listenting resources in teh net.
Depend of the activity
I think so, and they repeat what they hear
They can listen to real English
Yes, if you train them. There are several webpages to work on listening skills.
I use laptops and headphones to make listening comorehensions
They can listen a lot. Years before we had some CDs (textbook CD, a music...)
They can do different listenings and different accents.
It allows the teacher to address diversity in the classroom by providing students with multi-level tasks.

The can choose information as per their preferences

they do more and motivating listening

When they are solving the exercises they practicing listening at the same time.

5. If applicable, what ICT tools do you use to improve the listening skills of your students? Please, name them.

26 respuestas

Computer, tablets, camera...

Youtube, videos bring context to a speech. National Geographic Kids.

Broadcasts,videos

BBC news / videos ...

.

Videos and songs from multiple sources

Videos, cartoons, films, songs...

Seesaw, sick puppets, online games

Songs, fairy tales,

you tube videos (some educative pages)

Videos, songs, etc

Listening phonics, songs and stories.

Watch some movies

Songs, spotify, radio channel, storytelling...

video and audio: computers and CD players

Storys, songs and games

Projector and tablet - projecting songs in English

Koalertext, british council, BBC, different webs

YouTube videos, Lyrics training, Voscreen, Duolingo, Koala text...

I use laptops and headphones to make listening comorehensions

Koalertext as the basic one. And them songs/stories from different websites

Britishcouncil, youtube, edpuzzle.

We visit specific web pages to practise those skills. For example, www.agendaweb.com or www.englishexercises.com

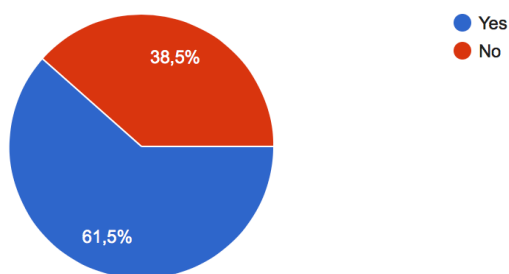
Listen to videos for example

digital book

When they read texts on the computer, books with audio or songs.

6. Does ICT-aided learning improve the speaking skills of students?

26 respuestas



Please, justify your answer

26 respuestas

Of course, there are a lot of resources (films, theatre, songs...). Children use real English language and, in this way, improve the speaking skills.

They make speaking useful.

It does not make a difference in this particular skill

They are better for listenings skills

It depends on the activity.

Not necessarily unless they have someone to talk to or pay the money to do so

I agree with that. They can be more capable to speak if they are not shy...

,it's too soon to tell as I have just started applying this techniques and ict tools

Depending on the way you use the ICT-aided.

the phonetics and entonation

Same activities

The vocabulary and pronunciation is very important.

Tou can use ict to talk with some other students abroad

If you participate in Etwinning projects students can record videos...

It motivates them to speak about something that is significant for them

Depend of the activity

They repeat easily - the songs lyrics, speaking production - perhaps

A little bite!

Yes, when the students record themselves talking about different topics or do interviews to their classmates.

I didn't find the way (or tool) to use them to improve this skill.

But only as a motivation, speaking needs practice and practice through lively activities in class

Yes but maybe it's the most difficult skill to improve. They can improve speaking due to the listenings.

Not really. We don't have the appropriate resources (for example microphones) or the time to address this area of the language. I think improving the speaking skills can be better attained in the regular classroom by means of interactive oral activities in small groups.

The more they listen to English inputs, the more they can improve

they never record their productions

After doing the exercises they can use the vocabulary and grammar structures they have learned in their speech.

7. If applicable, what ICT tools do you use to improve the speaking skills of your students? Please, name them.

26 respuestas

Films, role play, listenings, vocabulary, songs, karaokes...

Voki for Education, recording drama or role-play

Online games

No one

.

Videoshare

I do not know any.

Same as last answer.

I practice speaking skills with games

programmes to record their voices

None

The similar activities used to improve the listening.

I do not use ICT tools on my speaking lessons

Record videos of performances, self-introductions...

projecting images

I dont know

Projecting songs as well

Dialogues, interviews

The video camera and Duolingo.

No

To let them use the camera to create their own video stories

The same as listenings.

Not applicable

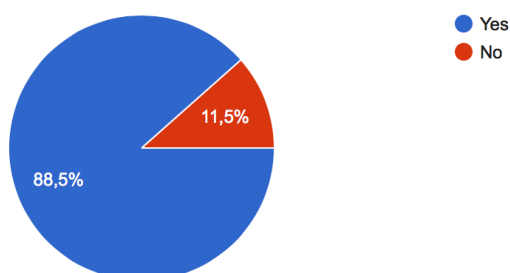
Dictionary of pronunciation

i don't use any

Sometimes,

8. Does ICT-aided learning improve the reading skills of students?

26 respuestas



Please, justify your answer

26 respuestas

ICT's offer a lot of materials and, in this way, they can improve the reading skills.

They are motivating.

It does not make a difference in this particular skill

Usually they have to read when they do the activities

It depends on the activity.

Same as in listening

I think so but I am not sure of it.

Same as question 7.

Depending on the way you use them.

there is a lot of information to read

.

Reading texts, answering questions...

You can provide them with more opportunities of practicing their reading skills

Provide different types of texts with digital board...

Not at the level I'm teaching this year. With the older ones yes because they can find information in the net and they have to read it and decide which part they are interested in.

Depend of the activity

For sure, I don't have experience however

They have to read and understand the information

They play non educational games in English, so they have to understand to go on playing.

I use laptops, the blog.... to make reading comprehensions. And they also have to read what to do before starting any activity proposed in class to be done autonomously

But only when they have to find out information for a project. In our case, we work the reading skill through a book.

When they have to search for information or play a game, they have to read.

I am sure it can, but I don't use ICT for lack of research / knowledge of the right tools.

I think it can improve all the skills

they need to read a lot

There are many different texts .

9. If applicable, what ICT tools do you use to improve the reading skills of your students? Please, name them.

26 respuestas

. (2)

Using digitals books, comics, role play, films...

Google forms, interactive online games, plickers, kahoot...

Online books

All kind of activities

National geographic,etc

I do not know any

Education.com, seesaw portfolio

Stories, lyrics...

finding information in internet

Digital book

Projector, computers and digital slates.

Different reading resources and games

Some karaoke songs

Depend of the activity

Not applicable

-

Interactive textbook, Readers, Duolingo, Kahoot, Classrom blog...

Koala readers

National geographic for kids, BBC school Science clips...

Kahoot, Quizziz, edpuzzle, web pages.

Not used yet

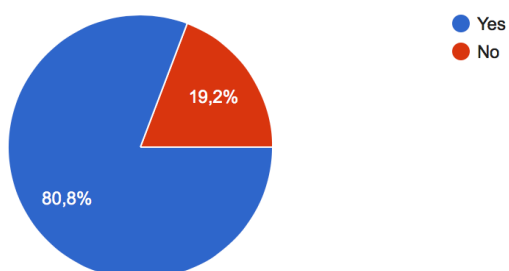
I don't use any ICT tool to improve the reading skills

i don't use any

I use a web called Koala text. It is to improve reading comprehension.

10. Does ICT-aided learning improve the writing skills of students?

26 respuestas



Please, justify your answer

26 respuestas

New technologies influence the motivation and, therefore, in their learning. In the same way, exist a lot of resources.

Again, it is a motivating way to engage children in a task.

It does not make a difference in this particular skill

I use to relate the writing activities with general project

It depends on the activity.

Same as in listening

I think so but I am not sure I do not know any

Not yet, as I am teaching first and second graders

Depending on the way you use them.

you can write texts and check the spelling

N

They can write using different topics and models.

It's more enhancing for them to write using computer or tablets than on paper

Use drive and other google applications to write text, Etwinning,...

Not at the level I'm teaching this year. With the older ones yes because they can use different writing tools in the net such as comic writers

Depend of the activity

They are online games, but I don't use them with my students

Writing Activities on line

Because they are creating their own book and they are writing in the class blog for their classmates to read.

Lots of examples of writing productions and the use of tools such as dictionaries or "translators" to check vocabulary, grammar,...

To spell new vocabulary, to order the words in a sentences... this kind of activities at the beginning. Or to write in a group project.

It can. Because after reading or listening they always have to write something.

If they read, they improve writing

e-pens

It gives tools to improve writing skills

11. If applicable, what ICT tools do you use to improve the writing skills of your students? Please, name them.

26 respuestas

Letters, interactive activities...

Writing in the English blog, mailing...

Writting games

No one

.

Storybird, etc

I do not know any

None

Having contact with other people.

word, some dictionary on line

Digital book

Complete sentences, families of words...

Creating some commics on the computer, write stories, send emails, etc

Drive..

I don't use any this year

Depend of the activity

Not applicable

-

Book creator, Duolingo or Seesaw Class.

Word reference, linguee... and others

ESL games- Monkeys sentence, Agenda web, Read and write-British council, complete song lyrics...

The same

Same webpages as above.

I don't use them

e-mails

I don't use ICT tools to improve writing sKills.