

## Educational Technology in Language Learning: Analyzing Advanced EFL Learners' Perception on the Use of Technology at Language Institute

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### ABSTRACT

The present study made an attempt to investigate advanced EFL learners' perception in a private language institute on the use of technology. It also analyzed the possible difference between the EFL learners' perception in terms of their genders. To do this, quantitative study based on survey data and structured interview was conducted. A group of 88 learners, 44 males and 44 females, made up the subjects. These learners had already studied in the institute using some technological devices; thus, they were familiar with the use of these devices in the language class. The questionnaire was distributed among the participants during their class time and soon after it, they were collected and submitted for analysis using SPSS. Afterwards, the participants were interviewed for cross validation purpose. The results of the study proved that the learners, both males and females, had positive perception towards the use of technology in their language class. In addition, all of the question items without much differences between them supported the positive effect of using different aspects of technology in the language class. In other words, both genders expressed the same type of attitudes towards the given ideas and not much difference could be observed between them. Findings of the present work can suggest the usefulness and practicality of educational technology in the area of language teaching and learning.

**Keywords:** Educational Technology, ICT, EFL Learners, Perception

فناوری آموزشی در یادگیری زبان: تجزیه و تحلیل درک زبان آموزان پیشرفته زبان انگلیسی در مورد استفاده از فناوری در موسسه زبان ثابت شده است که بازی های آنلاین در افزایش نرخ یادگیری زبان تاثیرگذار هستند. بسیاری از جنبه های زبان در پرتو بازی های آنلاین مورد بررسی قرار گرفته، اما واژگان به اندازه کافی در سطوح مختلف مهارت در نظر گرفته نشده است. بنابراین، مطالعه حاضر با هدف بررسی تاثیر بازی های آنلاین بر تقویت واژگان زبان آموزان جوان انگلیسی انجام شد. بدین منظور، در پی یک طرح آزمایشی واقعی، نمونه ای متشکل از هشتاد دانش آموز دختر و پسر در پژوهش شرکت کردند. به طور تصادفی به دو گروه کنترل و آزمایش تقسیم شدند. با استفاده از آزمون OPT همگن شدند. سپس، با استفاده از آزمون آنلاین واژگان، از قبل مورد آزمایش قرار گرفتند. سپس گروه گواه با استفاده از روش های سنتی کتاب درسی و نگارش و گروه آزمایش با استفاده از بازی آنلاین BINGO تحت آموزش قرار گرفتند. پس از آن، گروه ها از طریق یک آزمون آنلاین واژگان دیگر پس آزمون قرار گرفتند. نمرات وارد نرم افزار SPSS شده و آمار توصیفی محاسبه و آزمون t اجرا شد. نتایج نشان داد که گروه آزمایش در تسلط بر واژگان مشخص شده از گروه کنترل بهتر عمل کرد و بین دو گروه تفاوت قابل توجهی وجود داشت. این مطالعه پیامدهایی برای معلمان، طراحان برنامه درسی و دانش آموزان دارد.

**کلمات کلیدی:** تقویت واژگان، بازی آنلاین، یادگیری زبان

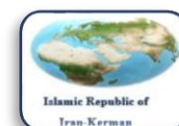
## INTRODUCTION

The importance of foreign language teaching and learning has long been recognized and acknowledged in today's world. Rapid advances in the development of Information and Communication Technologies (ICT) have simultaneously been seen to offer new opportunities for enhancing the quality and effectiveness of language teaching and learning. However, although technology is increasingly prevalent in everyday life, education, work, and other sectors, a number of educational institutions have been unable to use them effectively or they struggle with the challenges of implementing ICT (McManic et al., 2012).

Recently ICTs are making dynamic changes in society. They are influencing all different aspects of life. The influences are felt more and more at schools. Because ICTs provide both teachers and students with more chances in adapting teaching and learning to individual needs, society is, forcing schools aptly answered to this technical innovation. The permeating of technology in various forms in our everyday life activities becomes more and more obvious. Technologies or computers start taking over many human roles, either as a tool aid or main control in almost all over the world (Moore et al., 2011). It will not become a surprise when education, as one of most important factors in human development, applied many of their new invention to improve the quality, the process and the result of education. Even further, there is no doubt that the use of technology in education becomes more important and in some cases is unavoidable. In some special circumstances, such as in distance learning, it could be the only way to make the learning process occurs. In language teaching field, technology has its own role to create new dimension of the process (Carlson & Silvman, 2006).

Teachers have been using technology of one type or another with their students for a long time, but the development of new technologies and their presence in classrooms is increasing rapidly. Interactive single-touch and now multi-touch screens in a variety of sizes, from interactive whiteboards to tablets, have changed the way language learners engage with technology. Alongside this is the explosion in learning content, particularly for language learning. Whether traditional or newer, educational technology plays an important role in children's learning when it is based on research, child development theory, and developmentally appropriate practices, and when it aligns with curriculum goals (McManic et al., 2012). In recent years many countries have incorporated the use of information and communication technology (ICT) in their education (e.g., Albirini, 2006). Technology and multimedia have the capacity to provide increased exposure to authentic language and to enhance learning by providing opportunities for developing communication skills (Larsen-Freeman and Anderson, 2011). All these suggest the idea that the use of technology of any form is an indispensable need for the educational systems.

Despite all these needs and significant roles of technology, especially in improving foreign language education that has been emphasized by researchers (Hennessy, et al., 2005; Blake, 2008; Larsen-Freeman & Anderson, 2011), there seems to have been little progress in integrating ICT in education (Fullen, 1989). Therefore, due to little attention is given to the use of technology and its implications specially in the language classes of institutes in Iran, it is not known if teachers and learners really think positively about the effectiveness and practicality of these devices. Now the basic question to ask in this area is the extent to which learners really benefit from these facilities in a practical manner and the extent to which they are satisfied with these facilities. However, Educational Technology is analyzed and interpreted in schools, universities, and libraries, but attitude of language learners towards it, still has not been



investigated in language institutes, moreover in this study the researcher tried to find out whether there is any difference between genders perception and attitudes on the use of technology in learning English or not.

It is worth mentioning that technology has been playing a very important and essential role in education system during the past years. The quick development of gap between using technology and traditional context has made a great change in the strategies and concepts of teaching and learning. The teaching and learning process are not only limited to a traditional classroom in which face to face meeting becomes a priority. The development in the new learning through technology devices has minimized the existence of conventional learning methods or even totally changed it into full educational technology context. English language learning practices have been shifting from traditional classes to digital or technological ones. This difference in teaching and learning context raises questions about students' perception toward the new system which needs to be analyzed (Atmojo & Nugroho, 2020). Based on Lee (2003), in new learning environment students need time to adapt to some of the new challenges they will encounter. In fact, the new context may be problematic for students who are not skilled in the use of technology. That is to say, without the instructors and classmates, when students need instant support to clarify some challenges that may arise, they might experience a level of anxiety and frustrated. To come to a closer identification of the mentioned problems which are presented in the new educational setting, the researcher focused on the students' views on the use of technology in their language classes.

These days, learning language is not only based on classroom teaching learning process, people can also learn a language through web-based program or internet. Meanwhile, the language classroom also takes the advantages from this keep developing invention. Many programs have been designed to improve language teaching and learning process with classroom-based software. The term CALL or Computer Assisted Language Learning, becomes more and more common in language teaching field. Any software or programs which are used in certain amount of time to assist learners in learning a new language or have connection in language teaching learning process can be categorized as CALL (Scholfield, 2003). Many CALL programs or software on English learning are available, mostly in CD/DVD format. While, in web world, there are hundreds of English websites offer the easiness as well as the variety of activity in learning this foreign language. The study followed two certain objectives, it decided to reveal what the perception of the EFL learners about the use of technology and it indicated the possible difference between the EFL learners' views in terms of their genders. Therefore, the study meant to seek answers for the given questions:

1. What is the EFL learners' perception on the use of technology in their language classes?
2. What is the difference between the male and female learners' views towards the use of technology?

### **Significance of the Study**

While it is almost unavoidable to apply technology into the classrooms or learning process, teachers still play the key roles in choosing the programs or software that are to be used and managing how it works. The importance of teacher's role in choosing the most appropriate software and the students'



understanding about the use of technology in their learning process shows that in teaching learning English, multimedia or technology is a learning aid, not the main control (Carlson & Silvman, 2006). This study is important because it can help teachers and practitioners in a number of ways. First it can show how important technology is to the learners and how they are affected by the use of its applications. On the other hand, it will give useful indications to the teachers and learners in using technology in their language classes more effectively. The results will show if the learners really care about the incorporation of technology in the language classes. Since using these devices in the language classes is based on new approaches (Scholfield, 2003), the results will really reveal the attitudes of the learners in the effectiveness of these devices. Therefore, findings of the present study can help teachers and other related authorities to provide better and proper educational devices for both male and female students and prepare them for future technological society since this study can reveal the fact that in our new time the language learners look for some up-to-date devices that may assist them to become better language learners using technology as a facilitative device.

### **LITERATURE REVIEW**

Kennewell and Morgan (2003) concluded that student and teachers have positive attitude and are highly enthusiastic about technology tools i.e., interactive whiteboards as an important feature of teaching and learning, and this motivated them to practice using the technology. In the same year, Derbyshire (2003) concluded that girls are less confident than boys in their computer skills, and that some international studies have found that boys scored better than girls in computer related knowledge and skills in vast majority of countries. In addition, the three-computer related occupation are the top career choices for boys. Additionally, Sefyrin's (2005) study showed that competence in ICT could be seen as a question of interest in ICT, where men are more interested in ICT than women. The study thus confirmed the view of gender and competence as actively constructed in a social process. In addition, Barber et al., (2007) stated that learners in classrooms where technology was utilized were more attentive, supportive, and encouraging to each other.

Matthews-Aydinli and Elaziz (2010) carried out a study in order to determine the opinions of EFL learners and teachers in Turkey on the use of technology. Both the students and teachers indicated positive attitudes towards technology. Believing that the technology was beneficial in language learning, both teachers and students were comfortable in using the device. Similarly, Johnsona et al. (2010) indicated that although a majority of learners and teachers in language classrooms appreciate the benefits of technology, they are convinced that it is not necessary for them to learn or teach language more effectively. Based on Schmid and Schimmack (2010), a major impediment to the utilization of technology in school is the fact that the language teachers are not sufficiently trained to integrate the technology into their language teaching and learning activities. A majority of training sessions provided for teachers on the integration of technology are usually one day workshops which neither sufficient time to learn nor offer follow-up services to the school. This view is supported by Schmid (2010) who investigated the new competencies that EFL teachers need to acquire in order to be able to use technology to develop their practice. The results demonstrated that various competencies are needed to integrate the technology into teaching.





Findings of a study by Duran and Cruz (2011) revealed that learners were more motivated and liked lessons in which interactive whiteboards were used since these lessons were “quicker, more fun, and more exciting”. However, they asserted that a positive impact in L2 teaching and learning does not depend on technology utilized in the process as on the manner in which the tools and technologies are utilized. Also, Yáñez and Coyle (2011) conducted a study that focused on an English language classroom in a British primary school in Spain. Their findings indicated that children desired to interact more with the technology devices and that its multimodal properties were important and appealing to particularly the non-native speakers.

Pratama (2015) investigated the effectiveness of mobile phone in teaching reading comprehension and also students' attitude towards it. The data showed that mobile learning helped the learners in enhancing their comprehension. The data also showed a positive attitude towards the implementation of mobile learning. Besides, Emekci (2016) presented an innovating way of assessing students' skills they gain during mobile learning. Most of the students found to be funny, motivating, user-friendly, and practical.

Yot-Domínguez and Marcelo (2018) examined university students' self-regulated learning using digital technologies. The results showed that university students tend not to use technologies to regulate their own learning process. Of all technologies, Internet information search and instant communication tools are used continually. In turn, the most generalized self-regulation learning strategies are those relative to social support. In a more recent study, Zhang (2022) evaluated the effect of educational technology on EFL learners' self-efficacy. The study proved the positive and significant relationship between learner self-efficacy and educational technology use. Investigations have revealed that improving learners' dynamic mindsets, online interaction, self-assessment, academic knowledge, and positive affectivity can increase learners' self-efficacy.

All in all, several of the studies evaluated some new methods of teaching as interactive whiteboards (Kennewell, & Morgan, 2003; Duran and Cruz (2011). Moreover, a study was done to evaluate ICT tools for learning (Sefyrin, 2005) and two of them analyzed the use of technology at schools and revealed lack of teachers' knowledge on using technology (Schmid & Schimmack, 2010; Schmid, 2010). Also, a study focused on children using technology (Yáñez & Coyle, 2011). Moreover, some studies were conducted on examining technology tools as mobile phone (Pratama, 2015; Emekci, 2016), and some analyzed students' psychological issue (Yot-Domínguez & Marcelo, 2018; Zhang, 2022). However, none of them referred to assess generally advanced EFL learners' perception on the use of technology at language Institute. In the other words, there has been little work in analyzing the new methods of teaching on both genders simultaneously. This research may fill the gap in the literature by evaluating the students' views towards the use of technology in language institutes. After conducting this research, it is hoped that more researchers interested in applying new methods of teaching and learning on different levels of students in different educational environment.

## METHOD

### Participants and Sample

Selecting the learners who could be a true representative of the whole group was one of the most important tasks to be followed by the researcher. To achieve these considerations, the researcher used



the availability sampling procedure. To do this, all of the advanced learners in Gama language institute of Zahedan were chosen as the participants. It should be noted that the female students were more than the male ones, so 8 female students were ignored by the researcher to achieve the equal numbers of male and female students. That is to say, a group of 88 learners, 44 males and 44 females made up the participants of the current study. There were aged between 18 minimum to 23, the maximum age of these learners. These learners had already studied in the same institute using some technological devices such as the internet, computer, mobile phone, smart board, etc. They were familiar with the use of these devices in the language class. In fact, the time they had spent with these facilities was enough to become familiar with the advantages and disadvantages of each device. Thus, they could judge the practicality of these devices and their use in the language class.

### **Instruments**

To explore the participants' views, two instruments were used. In other words, to maximize the validity and reliability of the results of the study it was decided to utilize more than one method of gathering data, something that according to Teddlie and Tashakkori (2003) is defined as triangulation technique. They defined triangulation as the use of two or more methods of data collection in the study of some aspects of human behavior. Other researchers have also emphasized on the importance of triangulation that promotes the reliability of data, for instance Fraenkl and Wallen (1993) and Tailor (2006) believed that a study's validity is much more enhanced when the result is supported by data collected from a number of different instruments. Therefore, based on the above views, a questionnaire and interview used as various instruments for cross validation (Saunders et al., 2009)

### **Questionnaire**

Babbie (2005) noted that questionnaire is a very useful tool for compiling data for analysis purposes, a questionnaire was designed, implemented and finally in order to better understanding of learners, it was translated to Persian (students' native language). The questionnaire included two major parts, the first part explored some information about the subjects' sex, age, level, and so forth. For the second part, using Likert scale, 20 items were designed having two choices of yes as completely agree or no as completely disagree.

### **Interview**

This semi-structured interview was using to seek the students' perception, and to put the participants at ease, several strategies were adopted. The subjects and the researcher mutually agreed upon the time schedule. From the beginning, care was taken to explain the purpose and objectives of the research. In addition, before each interview began, the subjects were assured that names would not be used in reporting the data collected. The interviews were conducted in Persian. The interviews took place at institute but were not audio- or video-recorded. Instead, the researcher took notes of the points that she considered important for this study. So, the interviews are basically similar to what Dornyei (2005, p. 6) refers to as "interview schedules" where the researcher asks the respondents some fixed-questions and comes up with new ones based on the information that the respondents provide. The structured interviews were an attempt to discuss issues covered in the questionnaire that sought their ideas on the general use



of technology in the language class, its ease or difficulties in this area as well as the limitations that they might face. The candidates were interviewed according to data saturation technique and finally the results were drawn that are presented in the next part.

### Data Collection and Analysis

In this study, 88 students were asked to give their response to the question items of questionnaire and interview. To carry out the process, the researcher herself attended the language classes, explained the goal of the study and informed them that they didn't need to write their names and that what they stated in the papers would remain confidential; therefore, they were encouraged to give their true response to any item. Besides, the reason for the study and the intended goals were described to the population and then there were requested to give their response to the items regarding all types of technology they had used then. The questionnaires were distributed among the participants of the two male and female groups during their class time and soon after it, they were collected and submitted for analysis using SPSS. Afterwards they were interviewed one by one in specific time and finally the all responses to interviews were collected, analyzed, and reported by the researcher.

The Statistical Package for the Social Science (SPSS) for Microsoft Windows version 21 was used to analyze the collected data. Two types of data analysis were used: descriptive and inferential. Descriptive statistics, including frequencies and percentages were implemented in order to investigate the questionnaire items. Besides, inferential data was used to know if there was any difference between the students' views in terms of gender.

## RESULTS

### Questionnaire Results

In respect to the first research question, a related questionnaire was published to explore the participants' perception on the use of technology in learning the English language. The results are presented by the following table.

**Table 1**

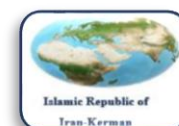
*Descriptive Statistics of the Questionnaire*

N	Items	N	F	P
1	Do you use technology in learning English?	88	78	98.9
2	Do you think that your school's technology facilities are adequate to support your English learning?	88	69	78.4
3	Do you think that using technology can enhance teaching and learning?	88	78	88.6
4	Are there any noticeable benefits/ advantages in using technology in learning English?	88	79	89.8
5	Are there any difficulties in using technology to learn English?	88	31	35.2



6	Do you think that it is worthwhile to use technology to learn English in spite of the difficulties?	88	73	83.0
7	Do you enjoy using technology to learn English?	88	77	87.5
8	Without using technology, do you think that your English learning have the same outcome?	88	26	29.5
9	Will you continue to use technology in your English learning?	88	76	86.4
10	Do you agree with the ED (educational) policy "25% of English language learning should be IT- based"?	88	63	71.6
11	Do you like to use technology in other lessons?	88	70	79.5
12	Do you think that using technology helps you to learn?	88	79	89.8
13	Is technology taught in an interesting way?	88	72	81.8
14	Does technology help to make learning easier?	88	73	83.0
15	Would you like to use technology for school work?	88	75	85.2
16	Would you be willing to complete work at home using technology?	88	61	69.3
17	Do you think using technology might be better than other methods?	88	79	89.8
18	Do you often get enhanced to use technology in the classroom?	88	75	85.2
19	Do you feel that you are making progress in technology?	88	69	78.4
20	Would you like to have more time for using technology?	88	74	84.1

Table above reflects the responses of the participants on the given questions. As it can be seen, a great majority have confirmed that they do use technology in the language class, almost 99% have confirmed it. Also, about 21% disagreed with the idea that the technological facilities are enough to help them improve their English. On the other hand, about 78% confirmed that the facilities are enough for the purpose. Moreover, 10% disagreed with the idea that technology can really help them to improve their language. In other words, about 89%, a high majority, agreed with the fact that the use of technology can help them improve their language. Furthermore, a high majority responded positively to the given question and a very limited and small number disagreed with the idea. In fact, 90% showed their positive attitude towards being advantages in technology usage in learning English. After that, most of the participants, 35% responded as they feel some difficulties on utilization of technology to learn English. On the whole, a high majority of participants showed they don't observe any difficulty to use technology. Besides, as the above table displays, a majority of 83% thought that it is worthwhile to use technology to learn English in spite of the difficulties, and a limited number of 17% responded negatively to the question. Then, a great majority of students (87%) enjoyed using technology to learn English. Only a very limited number of 11% expressed their disagreement with the idea. As the above table displays, a minority of 70% responded reported without using technology, their English learning does not have the same outcome. as the above table shows, a majority of 86% responded wanted to continue to use





technology in your English learning, and most of the participants, 71%, responded agreed with the ED policy that "25% of English language learning should be IT- based.

According to the information in the above table, a majority of 79% responded liked to use technology in other lessons, and a high majority responded (about 90%) thought that using technology helps them to learn. In addition, most if the participants, 81 %, agreed that technology taught in an interesting way. Also, a majority of 83% responded technology helped to make learning easier. Additionally, most of the participants, 85%, responded like to use technology for their school work, and 69% responded preferred to complete work at home using technology. Then, a high majority (about 90%) thought using technology might be better than other methods, and 85% got enhanced to use technology in the classroom. Finally, a great majority of 78 % responded felt that they were making progress in technology, and a majority of 84% responded liked to have more time for using technology.

### Interview Results

All the participants' responses to each interview items were collected, and classified based on their diversity into three or more parts. The next table represents all these results.

**Table 2**

*Interview Results*

Question Items	Percent
<b>Why do you use technology tools to learn English?</b>	
1. It facilitates language learning.	25%
2. It upgrades my English knowledge.	15%
3. Improve my language skills especially those based on CDs.	20%
4. It makes me more active and interested in the subject matter	30%
5. I don't like use it much.	10%
<b>Which board (white board or smart board) do you prefer to use?</b>	
1. Certainly, smart board	68%
2. Not much different	12%
3. White board	20%
<b>Do you really enjoy using technology?</b>	
1. Yes, very much	52%
2. Yes, somehow	23%
3. Yes, but not all of the time	20%
4. No.	5%
<b>What are the problems or difficulties of using technology?</b>	
1. Technical problems: internet breaking down; unstable internet speed and a shortage of computers and soft wares.	63%
2. We don't know how to use it usefully.	17%
3. The high costs of maintenance	20%



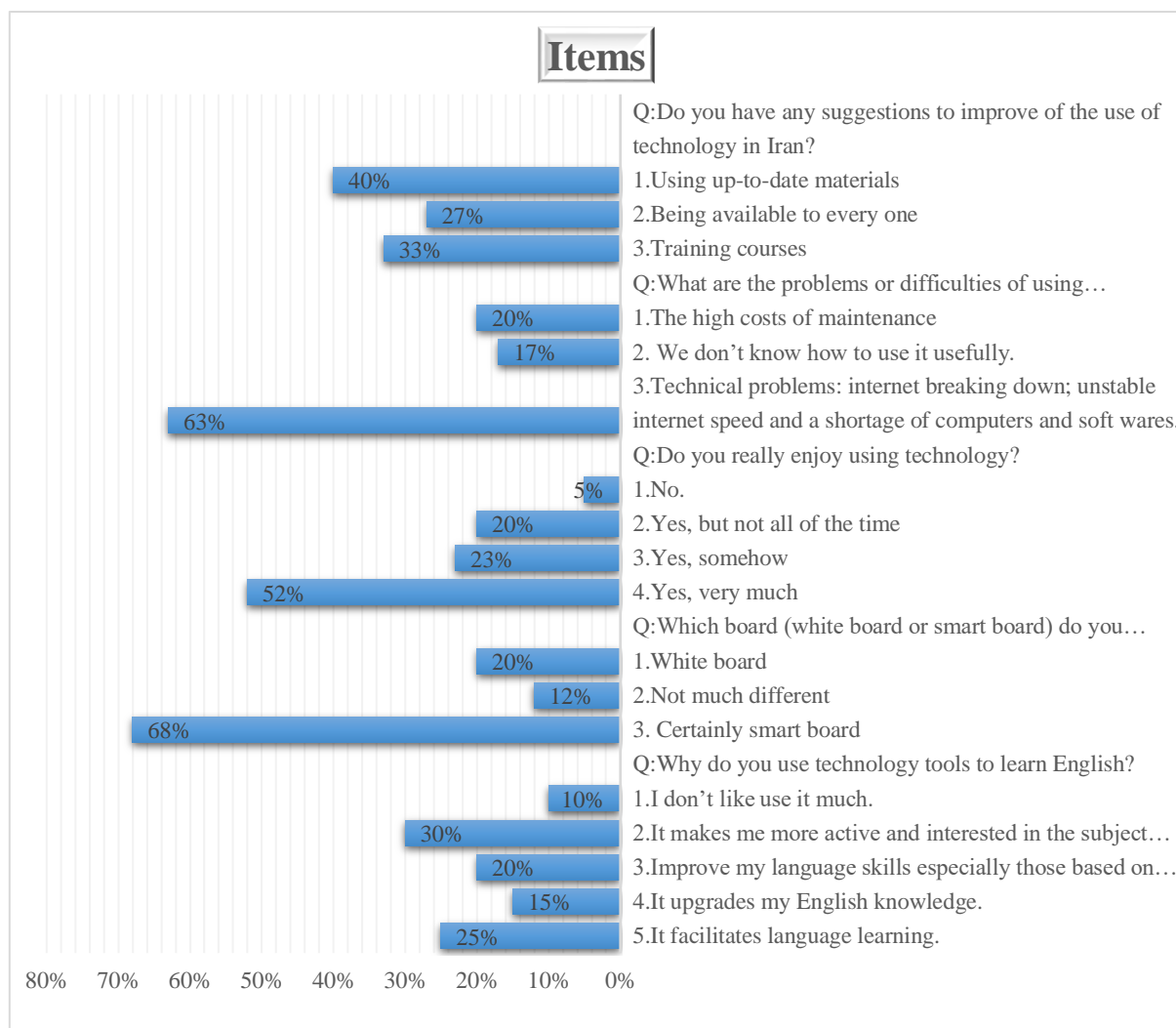
### Do you have any suggestions to improve the use of technology in Iran?

1. Training courses	33%
2. Being available to every one	27%
3. Using up-to-date materials	40%

According to the information in table 2 that derived from interview, the responses to the given question items and their details are presented. On the whole, it can be also concluded that high majority of the learners support the use of technology in the language class. Moreover, figure 1 presented the results of the interview.

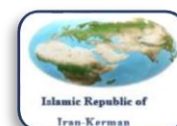
**Figure 1**

*Interview Results*



### Inferential Statistics

After collecting and analyzing the scores of the questionnaire, "Pearson Correlation Test" was employed for finding the possible the difference between the EFL students' perception regarding genders.



**Table 3***Pearson Correlation Test*

Test	Scores	Correlation Coefficient	Questionnaire Scores	Gender
		Sig. (2-tailed)	1.000	.001
		N	.	0.85
		N	88	88
	<b>Gende</b>	Correlation Coefficient	0.001	1.00
	<b>r</b>	Sig. (2-tailed)	0.85	.
		N	88	88

As table 3 highlights, p-value or sig (2-tailed) is 0.85 which is more than 0.05. Due to the amount of Sig which is more than 0.05 ( $\text{sig}=0.85 > 0.05$ ), it can be concluded that there is not any difference between male and female teachers in their attitudes.

### DISCUSSION

The goal of the study was to examine the following research questions:

1. What is the EFL learners' perception on the use of technology in their language classes?

By referring to the data of the questionnaire, it can be observed that most of the learners (78.4) thought that the school's technology facilities were adequate to support their English and about 89% thought using technology could enhance teaching and learning. Also, a great percentage (about 90%) showed their positive view towards being advantages in technology usage in learning English, and minority of them felt some difficulties on utilization of technology to learn English. Besides, majority of them thought that it was worthwhile to use technology to learn English in spite of the difficulties. Besides, about 88% of the students enjoyed using technology to learn English, and a low percentage (29.5%) thought that without using technology English learning had the same outcome. Additionally, 86% of the students liked to continue to use technology in their English learning, 79.5% liked to use technology in other lessons, and 89% mentioned that using technology helped them to learn. Moreover, 81% noted technology taught in an interesting way, 83% said technology helped to make learning easier and 85% liked to use technology for school work. Furthermore, more than half of the learners (69%) liked to complete work at home using technology and about 90% declared that using technology might be better than other methods. Finally, 85% of the participants got enhanced to use technology, 78% felt making progress, and 84% liked to have more time for using technology.

Regarding the received data from the interviews, the students' responses to the given question items and their details revealed that high majority of the learners were satisfied and supported the use of technology in the language class. As it can be seen, most of the participants showed their positive perception towards the items. All of the evidence supported the use of technology in the language class. In other words, the learners preferred to use technology both for the language class as well as for other subjects and courses. Accordingly, EFL learners of the study indicated their positive views towards the use of technology in their language classes.



Findings of the current research are consistent with those of Wang (2002) and Jones and Paolucci (2004) in terms of the positive relationship between new methods of technology and learners' attitudes. Also, the outcomes of the project support the existing literature by He and Yan (2001), as well as Wang (2003) who found that the stronger the instructional technology, the more it would satisfy teachers and learners. Moreover, findings are supported the study by Prensky (2011), as he concluded that nowadays language students are completely different from their predecessors because they are native speakers of the technological language and their interaction with digital world is more. Furthermore, the results are in agreement with (Kaid & Bin-Hady, 2019) observation, which supported the positive impact of using technological applications in language classes and recommended activation of these applications in English language learning. Besides, the interactions of language learners with different sorts of technology for various goals enabled them to be active recipients of e-learning (Vai, Marjorie & Sosulski, 2015; Ko & Rossen, 2017; Mohalikand & Sahoo, 2020).

2. What is the difference between the male and female learners' views towards the use of technology?

The current study addressed another question which examined whether the students' views differed depending on gender. To do this, Pearson Test was used for finding the difference between genders regarding their views on the use of technology. As table 3 highlights, p-value or sig (2-tailed) is 0.85 which is more than 0.05. The analysis, the amount of Sig which is more than 0.05 ( $\text{sig}=0.85 > 0.05$ ), revealed that Iranian male and female students' views did not differ significantly on the use of technology. As it was noticed, the subjects of both genders expressed the same type of attitudes towards the given ideas and not much difference could be observed between them. In other words, boys and girls of the study strongly supported the effective use of technology in learning English and other courses. Therefore, EFL learners of different genders revealed the same views towards the use of technology.

The results are in line with Arshad Khan et al., (2021) who examined the students' perception of both genders towards technology in language classes. Their findings of the study indicated all the students' positive perceptions towards online classes. Nonetheless, they experienced several challenges in such classes. Additionally, in Yildiz's (2020) research, the students of both genders reported positively the effectiveness of technological tools in their classes. In fact, the findings demonstrated that using educational technology in teaching and learning was appropriate.

## CONCLUSION AND IMPLICATIONS

The results of the study proved that the learners of the study have been positive attitude for the use of technology in their language class. All of the question items without much difference between them supported the positive effective of using different aspects of technology in the language class. These facilities varied from the use of the computer to the use of the internet and smart board. These days, learning language is not only based on classroom teaching learning process, people can also learn a language through web-based program or internet. Meanwhile, the language classroom also takes the advantages from this keep developing invention. Many programs have been designed to improve language teaching and learning process with classroom-based software. The findings normally support



the new approach in the use of the computer and the courses about it. It is termed Computer Assisted Language Learning (CALL), which has become more and more common in language teaching field. Any software or programs which are used in certain amount of time to assist learners in learning a new language or have connection in language teaching learning process can be categorized as CALL (Scholfield, 2003). The results also revealed the fact that ICT and the Internet provide language learners with the opportunity to use the language that they are learning in a meaningful way in authentic contexts. The Internet provides an easy and fast access to the use of current and authentic materials in the language being studied, which is motivating for the language learner. Another motivating language learning opportunity using ICT is provided by chat rooms and virtual environments where the language learner can practice not only the written use of the language, but also practice speaking and pronunciation.

The second important finding of the study is that the use of ICT in a language classroom provides more opportunities and it offers cooperation and collaboration with others in the teaching-learning context. Language teachers all over the world are introducing ICT-enhanced language learning projects, for their students and groups in other countries, thus widening the language learning perspective into that of learning about the cultural context of the language being used. Today, using ICT they can chat online, where they can not only write to each other in real-time, but also see each other and speak to each other online. Students are thus able to write, read, speak, listen, and react to a conversation using ICT as part of the language learning process. They are motivated to communicate and collaborate with peers to produce common products. These beneficial ICT-enhanced language learning activities call for the teacher to organize and monitor them, although in a blended language learning class the overall role of the teacher has changed from the traditional authoritative role to that of a facilitator.

A third major benefit of the use of ICT in the language classrooms is the opportunity that ICT-based tools give to language teachers so that they can tutor their learners more effectively. With the help of ICT-based tools and the constantly growing number of available educational resources, language teachers are able to give individual and personalized guidance to the learners. In a blended learning environment that uses ICT tools, it is easier for the language teacher/tutor to use different approaches with students and accommodate different learning styles and the different needs of fast, slow, or handicapped language learners. One important issue in pursuing the technology into the classroom is the mismatch between students' expectations and instructors' practice can undermine the teacher's expertise and authority. It is obviously understood that the use of technology is unavoidable in communication and language education. However, the gap in the degree of understanding and using it between students and their instructors emerges another problem in the classroom.

Since using IT and CALL are two almost recent and new disciplines in the area of language teaching, the results of this study can assist teachers, learners, educators and practitioners to design materials, syllabuses, textbooks and soft wares in the area of language teaching. The results can prove the fact that the learners really enjoy using different forms of technology and this can really assist them to improve their language skills. Although the study was limited to a small area and with very young learners, the result could be significant in terms of the attitudes of these particular learners and their attitudes in this respect. All in all, the study can suggest the usefulness and practicality of educational technology in the area of language teaching and learning.





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