An-Najah National University
Faculty of Graduate Studies

The Importance of Integrating Technology in Creating Conducive Classroom Atmosphere from the Perspective of the TEFL Majors and Staff Members at An-Najah National University

By
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Dedication

I dedicate my dissertation to:

Almighty Allah who always gives me strength, knowledge, and wisdom in everything I do.

My lovely family who encourages and supports me all the time.

My son &daughters who enlighten my life

My true friends, whom I will always appreciate all they have done for me to finish this study

My soul mate Summer Eshtaya, who continuously provides her moral, spiritual, and emotional support.

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الإقرار

أنا الموقعة أدناه، مقدمة الرسالة التي تحمل العنوان:

أهمية استخدام التكنولوجيا في خلق بيئة صفية جاذبة من وجهة نظر طلاب أساليب تدريس اللغة الانجليزية وطاقم التدريس في جامعة النجاح الوطنية

The Importance of Integrating Technology in Creating Conducive Classroom Atmosphere from the Perspective of the TEFL Majors and Staff Members at An-Najah National University

أقرّ بأن ما اشتملت عليه هذه الرسالة هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وإن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة أو لقب علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.
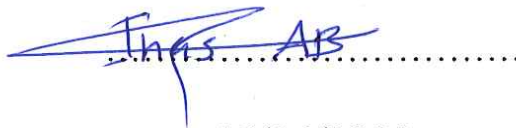
Declaration

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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List of Abbreviations

TEFL   : Teaching English as a Foreign Language

JIT   : Just In Time

TK   : Technological Knowledge

ICT   : Information communication Technology

MOOCS   : Massive Open Online Courses

Google Docs   : Google Documents

EFL   : English as a Foreign Language

ESL   : English as a Foreign Language

EL   : Electronic Learning

edx   : Non-profit company that provides MOOCS

ed-tech   : Educational technology

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Abstract

The purpose of this study is to investigate the importance of integrating technology in creating conducive classroom atmosphere from the perspective of the TEFL Majors and Staff Members at An-Najah National University. To achieve the aim of the study, the researcher uses three tools: two questionnaires, and a complementary interview.

The first questionnaire consists of 15 items and is distributed among staff members; the second questionnaire consists of 21 items and is distributed among 40 male and female TEFL majors; the third tool is a complementary interview which consists of 8 items.

The results of the study show that, technology affects university students' perspectives positively. Regarding staff members' perspectives, they do not show any effect for any of the variables as results indicated. Regardless of staff members' gender, and academic qualification, technology has an equal positive effect on creating conducive classroom atmosphere.

In the light of this finding, the researcher assures the necessity of integrating technology in education, and recommends holding scientific

workshops and conferences for the university instructors that focus on technology integration. Further recommendations are directed for the university administrations to cooperate with other private and public sectors to provide various ICT tools in the universities. The researcher also recommends conducting further studies specifying one of technology implementations and studying its effect on education.

Chapter One

Introduction and Theoretical Background

1.1. Introduction and Theoretical Background of the Study

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Chapter One

1.1 Introduction and Theoretical Background

In the respect of teaching and learning, technology leads people's life complexities which, in turn, have influenced the alumni looking for employment. Consequently, it is necessary to produce conducive learning environments where all types of thinking skills replace traditional ways of receiving knowledge. (Affouneh and Raba' 2017). As proven locally and globally, skillful integration of technology shows more natural learning environments where students feel better and luckier, and have more chance in comparison with traditional learning and teaching. They attend classes with better communication and empowered with better collaboration that qualify them to real world applications. (Fouts, 2000 and Raba' 2017and Raba' 2018).

Concerning all other aspects of life, different part of technology implementation has become essential in every aspect of life, at work, learn process, or entertainment. The rapid changes in technology also impose both teachers' role as well as students'. In the recent decade, there are many technological applications available for all people around the world. Many of the careers, including the teaching profession, require the use of technology today (Affouneh and Raba, 2018).

In the area of linking the learning theories with technology and its applications, the researcher limited her interpretations to: learning through

actions and learning through conductive classroom environment. These two assumptions agree that thinking occurs while communicating and cooperating with others; technology integration can meet the requirements of these two assumptions (Keengwe, Onchwari, & Wachira, 2009).

Technology is today's tool. For example, computers control our telephone networks, our cars engines and all the economical and administrative systems among other things. Nowadays, it is obvious that technology can enhance different personal skills such as creative and critical thinking skills, modifiability and cooperation being important to meet the rapid change of information. As for professional development, skillful integration of technology has the power to change nations into professional one's.(Gerri Maxwell, Sanser, 2011).

In this context, the researcher assures Deweys' (1916) words in which he believes that, if we teach our students in the way that we delivered, we will deprive them from tomorrow. These words reflect the necessity of integrating technology in the educational settings because students belong to different learning styles. In other words, it is technology which offers flexible learning environment that enables learners to build knowledge the way they like. (Mustafa 2005).

According to constructivism theory, learners can construct knowledge depending on their background information and benefiting from what is new actively and effectively in authentic situations. (Adams, 2006).

In education, constructivism applies very important changes via technology integration to serve its principles. Technology is continuously developed and being involved in teaching methods, with thoughtful, scientific approach which adds to the development of the educational system. One of the examples that is built in technology and constructivism is Mobile Learning, (Aldoobie, 2015).

One type of sustainable learning is that learners build on learning from their mistakes because constructivism is associated with learners' background through a variety of ways including collaboration. In other words, people learn better when they make mistakes. (Reiser & Dempsey, 2012).

Concerning, behaviorism and technology integration, the researcher feels that it definitely has power in classrooms today represented by its components, namely: reinforcement and punishment (Laureate, 2009).

The researcher believes that an effective flipped classroom should have balance between both positive reinforcement and consequences (Raba', 2018).

There are different strategy-based technologies used in the classroom, (Pitler, Hubbell, Kuhn, Malenoski, 2007). The reinforced effort enhances student's understanding of the relationship between effort and achievement by addressing their attitudes and beliefs about learning"

(p.155). Reinforcement is used to further enhance learners' abilities to do their best to achieve the objectives.

The second attempt lies in homework and practice. Teachers today have so many opportunities through technology to help students learn, instead of just implementing the traditional "drill and practice" we are so used to hearing about. When a child reads and answers a question correctly, he/she is rewarded with playing an interactive game, and in this case another attempt happens in flipping the role of the student (Raba' 2017).

Brain Pop, is a good example of technology implementations based on behaviorism, it is an academic website hosting videos with different topics followed by a quiz, based on the results, learners can assess their own understanding of the content where the teachers provide them with immediate feedback which could be a positive or negative reinforcement both of which directly affect students' performance. (Donmus, 2010).

Class Dojo is another advanced and technological strategy that takes its norms from behaviorism turning it into gamification, and it is used to enhance students' positive behavior through a set of symbols with reinforcement points provided by the teacher, so a good behavior is reinforced whereas a bad behavior is discouraged, (Laureat, 2009).

Behaviorism has a major role in innovations of education, as it assures high quality learning and behavior modification through stimulus-response, it also systematically directs learners towards a desired response,

taking into consideration time management, specific learning objectives, and measurable outcomes, which are considered the main principles of behaviorism. Technology allows the transcendence of the stimulus-response into two important factors: casting the responsibility on learners to handle their own learning, and designing educational activities based on their needs. (Donmus, 2010).

Homework and practicum are considered complementary parts of classroom activities, which help the students to get deeper understanding of the content and master the basic skills (Pitler, H. et. al, 2007, p.187). Homework is not only a matter of repetition or practice, moreover it is an opportunity through which learners could apply what they have learned.

The variety of technology implementations, help instructors to address different learning styles, and achieve a distinguished learning, additionally, it helps them to focus on the desired behaviors through positive reinforcement which enhances the required modifications. As Orey (2001) stated "behavior that goes unrewarded will be extinguished". When learners get immediate results to determine the correct paths, manage or modify, technology helps them to get immediate feedback even if the teacher is absent.

As a result of the overuse of technological techniques, many educationalists moved from behaviorist to constructivist learning practices, whereas others assured the validity of the behaviorist learning techniques. Nowadays, the majority supports a blend of the two theories because each

of them has merits and demerits. As a result, by blending them we can minimize the demerits and maximize the merits effectively employed in educational technology.

To decide which theory is more valid in a particular learning practice, many factors should be considered, such as curriculum, assessment, and resources in order to illustrate what teachers should exactly do.

According to Shield (2000), one of the challenges encounter these theories is that both theories applied many learning practices in different ways, without any standardizations. This led to individual diligence by educators, this is not ideal in a time we are looking toward achieving skillful, purposeful technology integration in the nearer future. As stated by Keengwe et al. (2009), the increasing focus of high-level testing and accountability has transformed the role of both, instructors and learners. Consequently, teachers find many challenges in implementing active learning and student-centered approach. A blend of the two theories could be a good solution for such challenges.

Christen (2009) stated that we live in a world that is in many ways dependent on its direct or indirect integration. Consequently, the use of technology in teaching students becomes of a high importance.

According to Luu and Freeman (2011) and Windschitl (2009), the imposition of educational technology inside the classroom helps to enrich educational experiences in the 21st century.

In the same context, much research emphasized the importance of understanding different theoretical models in technology integration in the classroom (Angeli and Valanides (2005); Koehler and Mishra (2008); Neiss (2005); Boss (2011), Graham, Burgoyne, Cantrell, Smith, Clair and Harris (2009); Margerum-Lays and Marx (2003); Mishra and Koehler 2006).

In the area of improving the quality of higher education in the era of the digital world, both Jones (2002) and McHaney (2011) stated that technology is a tool to enhance learning and maximize collaboration at college level, learners nowadays have grown up in parallel with the development of technology, and become among the earliest adopter of advanced technology.

This is in agreement with Jones; Johnson-Yale; Millermaier and Pérez (2009), Wilson; Wallin and Reiser (2003). Concerning the positive correlation between the appropriate integration of technology and improving the students' academic achievement, a lot of research revealed this relation. For example, Christen (2009) emphasized that integrating technology helps to raise learners' achievement, resulting from the widespread of technology in the modern world, integrating technology in

education becomes essential if educators pay more attention to how students learn more than what they learn.

1.2. Statement of the Problem

Boring and demotivating educational atmosphere where students don't receive their education in a way to meet today's challenges, the researcher believes that skillful integrating of technology in classrooms can flip the situation into a better one.

1.3. Purpose of the Study

The purpose of the study is to highlight the importance of integrating technology in creating conducive classroom atmosphere from the perspective of TEFL majors and staff members at An-Najah National University/ Faculty of Education and Teacher Training.

1.4. Questions of the Study

This study tries to answer these questions

1- What is the importance of integrating technology in creating conducive classroom atmosphere from the perspective of TEFL majors and staff members at An-Najah National University?

2- Are there statistically significant differences between students' and staff members' responses to the importance of integrating technology in creating conducive classes for the TEFL Majors?

3- Are there statistically significant differences between student's responses to the importance of integrating technology in creating conducive classes due to gender, university level and university BA average?

4- Are there statistically significant differences between staff member's responses to the importance of integrating technology in creating conducive classes due to gender, and qualifications?

1.5. Significance of the Study

Based on the intensive use of technology and all its implementations in all aspects of life, the researcher conducted this study to link to basic life aspects together and to focus on two focal points in education: classroom atmosphere and technology integration.

1.6. Limitations of the study

This study considers the following limitations

- Human Limitation: TEFL majors at An-Najah National University in addition to university staff members in the same faculty.

- Locative Limitation: Faculty of Education and Teacher Training/An-Najah National University-Nablus Palestine.

- Time Limitations: This study will be conducted during the first semester of the academic year 2018/2019.

- Topical Limitation: This study deals with the importance of skillful integration of technology in creating conducive classrooms.

1.7. Definition of Terms

- **Technology integration:** According to Woodbridge, 2004 technology is a tool of showing content to learners. To him, integration of technology can range from using laptops or using specific computer programs to create multimedia projects or broadcast live online. The focal point here is that the technology being used is a tool or a means to creating the end results and not the focus of the lesson (Cauley; Aiken and Whitney (2009), Project Tomorrow (2012), Thompson (2013).

- **Conducive Classroom:** is a pivotal linchpin in promoting a favorable mood or atmosphere in a classroom to ensure an effective teaching and learning process to take place. Fraser (1994, 1998a) found that results of studies conducted over the past 30 years evidently showed that students learning is significantly determined by a quality classroom environment as citied by Dorman (2002) in an article "Classroom environment research: Progress and possibilities". This supports the fact that students learn better in a positive classroom environment in the school. One of the integral features in creating conducive classroom environment is a good classroom organization and management.

<u>Operational definition:</u>

Integration technology refers to the consolidation of technology in different educational contexts making use of them to achieve specific educational objectives, it's not a matter of using e-devices but much deeper since it's a systematic, planned and skillful use of technology to create authentic learning.

Conducive classroom refers to the classroom conditions in which learners find themselves and have internal desire to learn, it is motivating, attractive, cooperative and participatory. It also empowers learners to think and search for information, share ideas, exchange experiences. Learners are active, interactive and creators.

1.8 Summary

In this chapter, the researcher provided convincing introduction to the importance of integrating technology in creating conducive classroom atmosphere from the perspective of the TEFL majors and staff members at An-Najah National University. Two major theories of learning and their ideas and beliefs about technology integration are included. Then, the researcher introduced the statement of the problem, questions of the study, purpose, significance, limitations of the study. She also supplied a list of definition of terms related to the subject.

Chapter Two

Literature Review

2.1. Introduction

2.2 Studies related to the Meaning of Integrated Technology

2.3 Studies that Deal with the Importance of Integrated Technology

2.4 Studies that Handle the Different Forms of Technology

2.5 Studies that Show the Positive Effects of Modern Technology on students' achievement

2.6 Studies that Show the Negative Effect of Modern Technology on Students' Achievement

2.7 Summary

Chapter Two

Literature Review

2.1 Introduction

The researcher followed a topical classification of the related studies to facilitate the handling of this chapter and to ease its understanding, thus the following subtitles were intensively included: Studies that handle the meaning of integrating technology; studies about the importance of integrating technology, studies that handle the different forms of technology, and studies that show the positive and negative effects of technology on students' achievement.

2.2 Studies related to the Meaning of Integrating Technology

Technology integration simply means the effective reference to the different technological equipment that overlap with learners in their learning, accomplishing tasks and solving problems. Curriculum and teachers should manage technology integration in order to empower and reinforce the classroom environment. The skillful technology integration is an active tool for promoting learning in multidisciplinary settings which can be accomplished via students' choice of the technological tools professionally and skillfully. (Affouneh & Raba', 2018).

E-devices such as tablets and laptops in the classroom setting have an impact on both teaching and learning practices. Results suggest that

innovative teachers attempt to flip their practices from teacher-centered to learning-centered environments. (Raba, 2018).They have to change their teaching style by turning lessons in the light of the benefits that can be offered by technology integration. In general, the introduction of e- devices entails a shift in the way students learn (Montrieux, Vanderlinde, Schellens and De Marez, 2015).Morton (1996) indicated that technology integration can exceed the traditional ways in regard to place and time. In other words, as Dias, (1999) illustrated the same idea saying that it is not something one does separately; it is part of the daily activities taking place in the classroom.

Technology integration is critical and has captured educators' and researchers' attention. In other words, the researcher will refer to technology as different interactive implementations used in the classroom which include Smartphones, computers, ipod- and ipad to facilitate interactive information exchange on them. (Raba', 2016). According to Solis(2008) technology includes activities such as socializing online through words, pictures and videos. It is about the channel of interactions that can bring users together to discover and share information. Additionally, Lin (2012) argued that students learn more and better when dealing with technology and its applications as they develop reasoning and problem solving skills in language learning process.

In education technology integration means the way in which learners employ technological applications to enhance learning. It goes beyond the

classroom; learners are engaged in this sort of technology integration in our everyday lives. For example, students look something up on Wikipedia or post a question to an online forum which forces a different type of interaction called a "just-in-time" (JIT) mode of learning that requires information related to learners' real-world experiences (Raba' and Herzallah, 2017).

Technology integration in the classroom means using it to scaffold the different educational activities in school-based environments. In this context, learners don't have the freedom to explore the course materials because of the restrictions imposed on the use of technology, and time constraints. Still, these limitations can flip the teaching and learning environment and can bring better results than traditional teaching and learning (Raba', 2017). As emphasized by Affouneh & Raba', (2018), technology integration is the appropriate interaction between computers and learners, in different learning contexts which show the learners skills in responding to technology tools meaningfully.

As for the instructors' duties, integrating technology helps them plan and support lessons, manage and direct classroom interactions or virtual classes, collecting information, and communicating with parents, or even administrators. (Johnson, 2009 and Bafile, 2010).

To sum up, regarding the area of misunderstanding the skillful and appropriate technology integration, a lot of research emphasized that technology integration is more than using a device to do a task; it is more

than referring to a website in class; it is the real application that one can feel and sense to ease learning and make it more entertaining. Cauley, Aiken and Whitney (2009) and Guzey and Roehrig (2009), Ertmer, Ottenbreit-Leftwich, Sadik and Sendurur (2012), Hsu (2010), Ritzhaupt, Dawson and Cavanaugh (2012); Ottenbreit-Leftwich, Glazewski, Newby and Ertmer (2010).Without this sense and use of technology, it becomes not more than a waste of time and effort. (Thompson, 2013).

2.3 Studies that Deal with the Importance of Integrating Technology

Creating positive connections between students' real life and learning helps them to be active participants. According to George Lucas Foundation (2007), using technology in the classroom is very similar to the learners' tools they routinely used at home. Technological applications enable them to communicate with friends and family through different ways.

Appropriate use of a computer, tablet, or other device encourages self-directed learning and creates an active participant in the learning process, rather than the passive learners found in a lecture environment. Such use also facilitates peer collaboration and prepares students for the real world.

In the area of raising self-satisfaction and enhancing personalities, Ajjanand Hartshorne (2008) proved that various technology applications such as using social networks in classrooms improves students'

personalities through raising satisfaction. In the same context, Madge, Meek, Wellens and Hooley (2009) reported that students use Facebook informally for educational purposes can interact via group work better than traditional learners.

In the field of learning styles, technology can be that good friend and as shown by Silverstein, Frechtling, and Miyoaka (2000) technology can help students with special needs to communicate and learn via the available technological channels. Teachers can provide support and feedback to students of different learning styles.

According to Mishra (2013) integrating technology applications can produce virtual classroom environments where students learn language skills in a social, and global connections. Technology Provides localized content, and supportive materials, such as videos, chat and social media, through which a larger number of students can be served. This can flip the classroom and affect positively the school environment (Raba,2018).

Based on the previous related studies, it is obvious that technology has great benefits for teaching and learning English language. Social media includes words, pictures and videos which can be used in learning and teaching English. Shifting from traditional approaches to more advanced one in education is the demand of the recent development of education in the recent days, and by using technology such as online learning, a new method of teaching and learning can be adopted which includes using visual and audio means. The dialogue between the participants and

involving them into a real interaction could help the students who are participants in the dialogues to develop their languages. The skills of reading, writing in chatting could be developed in a high rate through the use of social networking if we use the correct form of language. The results will be the development of these two important skills and the output would be the enhancement of the two English language skills.

2.4 Studies that Handle the Different Forms of Technology

Technology has revolutionized the way people live, do business, learn and communicate. Rather than relying on the face-to-face means of life, almost all people have a wide variety of technology-mediated resources at their disposal. Computerized learning and teaching as well as communication allow immediate access to all in no time and no place. In the forthcoming paragraphs, the researcher made a survey of the technology tools available to teaching and learning in addition to social interaction.

2.4.1Studies about the Effects of Email

Emails can be sent simultaneously to individual and groups in the area of collaborative learning and maintaining a record, emails can be helpful. In this regard (Baron, 2000; Crystal, 2001) showed that technology tools have a high transmission speed. E-mail has even been widely used for both personal communication and institutional communication, particularly in academic institutions.

In the area of using e-mail as a tool in EFL/ESL, Yu and Yu (2002),proved that using e-mails in classroom settings, has a positive influence on students' academic achievement. Addionally, Hodges (2008) showed that there is a positive relation between incorporating e-mail and learners' self-efficacy and self-regulation.

In this regard, e-mails also help to eliminate anxiety and break fear among students towards specific subject. As a result, this will raise their motivation and attitudes in addition to improve their academic achievement. Furthermore, Keller et al. (2005) and Kim (2007) studied the power of email use on changing positively the learners' motivation, volition, and beliefs toward mathematics. She found out that skillful use of e-mail can minimize the learners' phobia towards learning mathematics. Moreover, she conducted a periodic survey of their levels of motivation, desire and beliefs to construct email describing their changes.

Researchers believe that students can listen to a lecture at his home at any time at low cost from anywhere in the world at the same time. Additionally, chatting via e-mails can be used in the sessions to discuss the results of scientific research and ideas with others and it is a great opportunity to learn in a funny way. Language teachers can use chat in the classroom or can introduce students to chat so that they can go on the Internet and chat individually. Mahmoud and Aqel (2010)

2.4.2 Studies about the Effects of Smartphones

Studies showed proof that when Smartphones are used appropriately and with specific learning objects in mind, they can significantly enhance the learning experience and flip the teaching and learning environment (Raba' and Dweikat, 2016; Chad, Tossell, Kortum, Shepard, Rahmati, and Zhong, 2015). Additionally, Rambitan and Vandalita (2015) revealed that the use of Smartphones can positively affect students' critical thinking skill in relation to the concept of biodiversity.

Using Smartphones to complete an assignment during the class, helps the students to perform the complicated tasks successfully , discover their own ways to improve their ability to use Smartphones, and increase the effectiveness of learning. (Siew, Hassan, Nor and Abdul Malek 2017)

Esmaeili, Mohammad, Eydgahi, Aliand AmanovIlkhomjon (2015), stated that all the variables of Attitude, Intention, Self-Efficacy, usefulness, ease of use, facilitation condition, effort and performance expectancy, on actual behavior of utilizing Smartphone in classrooms except anxiety, have positive relations with students' behavior in the use of Smartphones in the classroom.

2.4.3 Studies about the Effects of Videoconferencing

Global interaction between learners from different countries has become an urgent need especially in diverse and flipped classes.

Video conferencing empowers collaboration among learners, especially when belong to different cultures, this will improve intercultural relations among them and enrich the traditional classroom activities, (Cifuentes & Murphy, 2000). Also it is not only offers opportunities for the learners to engage with the native speakers but it also provides an alternative outlet for expressions which usually hindered by poor literacy skills.

According to Kinnear et al. (2002), technology implementations enable the learners to communicate with each other and also with their instructors without being present in the classroom; via videos they can share ideas and exchange experiences. According to Sharp (2000), technology can provide safety comfortable, and frank interaction.

As stated by (Martin, 2005; Rose, Furner, Hall, Montgomery, Katsavras, & Clarke, 2000; Townes-Young & Ewing, 2005; West, 1999), video conferencing in education has many advantages. It saves time and cost, facilitates interactions among learners who come from different areas. It also allows them to share ideas, exchange experiences, and improves access to learning.

2.4.4 Studies about the Effects of Website Blogs

Blogs are integral parts of many universities websites. It contains important information for the learners, and each student can search for data on a particular services and find the required information on his/her own blog.

Raba' and Dweikat (2016) showed that the improvement of students' writing skills may be attributed to the utilization of English teaching forums which provided the participating students with the opportunity to have extensive practice in writing where they could write, post topics, add texts, images and audio and video scripts, provide relevant links, interact with the teacher and readers by making comments or entries, and respond to posts by other forum members.

Using virtual classes overcomes the obstacles that hinder education, such as time, place or any others. According to Jason (2001) Posey; Thomas; Marcus and Jones (2010) and Husu, (2000), virtual classroom makes it easier for learners to deal with different forms of knowledge regardless of time and place. They also illustrated that the idea of distance learning as an actual aid to the teaching and learning is central. In this sense technology forces users to be practical in their actions and change their behavior accordingly. Both teachers and students who had difficulties in directing their teaching and learning have found that the new learning environment requires developing new ways of teaching and learning.

They also found that they had to be patient, to plan more carefully, to speak more clearly, and to tone down their dialects. Both teachers and students had to engage in the interactions that required everyone to present his/her points quickly, accurately for the benefit of everyone in the classroom.

2.4.5 Social Networking

Silius; Miilumäki; Huhtamäki; Tebest; Meriläinen and Pohjolaine (2010) stated that these days, online social networks are world widespread. Moreover, Madge, Meek, Wellens and Hooley (2009) argued that graduate students have also showed interest in using social networks in their teaching and learning. As assured by Lewis (2010), learners were highly motivated to use the social networks, so it is the responsibility of the curriculum designer to include them wisely in the curriculum.

The present researcher agrees with Espuny; Gonzalez; Lleixàand Gisbert (2011) who identified a general positive attitude among students towards social networks because these networks have great potential to enhance education and improve learning.

In the area of considering learners as knowledge constructors and experience seekers, a lot of research emphasized this point such as McLoughlin and Lee (2018). In this context the integration of technology should be built on the students' different educational aspects, Horton (2012).

Learning across social networks connects learners in the virtual space and enables them to interact and collaborate during the implementation of learning activities. Mnguatosha, Mwenda and Lubiga (2011).

2.5 Studies that Show the Positive Effects of Modern Technology on students' achievement

Technology integration can help students share their ideas and exchange them easily with native speakers of language when using social networking appropriately Mishra (2013). Adding to this focal point, Lewis (2010) and Madge, Meek, Wellens and Hooley (2009) argued that using social networking can motivate the students to learn better via satisfaction and self-confidence. This agrees with Ajjan and Hartshorne (2008) who added saying that social networking can increase and enhance satisfaction and empower self-reliance during their interaction with each other particularly, when communicating with English language native speakers.

Schuetze (2010) and Mishra (2013) emphasized that using social networking can not only increase students' academic achievement, but it also helps in removing class boredom.

As digital technologies increase in both number and capability, the demand to bring them into the classroom increases along with the need for teachers to possess technological knowledge. Technological knowledge (TK) involves having the understanding of how technologies work and the skills to use the technologies. Unlike the early days of digital technologies, teachers will have to do more than just learn how to use the available tools; they will also have to learn new techniques and skills. "Mishra and Koehler (2006). As for encouraging student and motivating those to learn better technology can be effective. In this regard, Zepke and Leach (2005) argued that users are free and hold responsibility towards their learning.

2.6 Studies that Show the Negative Effect of Modern Technology on Students' Achievement

"Not what all glitters is gold", the researcher to some extend agrees with this saying especially if disintegration of technology is applied, in this regard, some studies deal with the disadvantages of technology integration, for example Vural (2015), stated that using social media is a waste of time, most of the social network users spend too much time there. Moreover, it distracts students' attention by statements, messages or announcement sent by others, this has a negative effect on students' motivation and prompt them towards social network websites while studying a course material.

In addition to Vural, in the same area of technology integration, Becker (2000) mentioned that a large percentage of teachers hesitant to integrate technology in their teaching practices as it require professionals in the area of technology and not all teachers are so. Additionally, most teachers are busy and have other things to do so they do not have time to mess around.

From the previous paragraphs about literature review, the researcher concluded that this issue has been receiving local, regional and global interest from different disciplinary research. For example, a lot of research has been locally conducted such as: Raba' (2017), Raba' and Dweikat (2016), Mahmoud and Aqel (2010), Raba' and Herzallah (2017).

Similar to the local studies we have regional studies such as: Esmaeili, Mohammad, Eydgahi, Aliand AmanovIlkhomjon (2015), Siew, Hassan, Nor and Abdul Malek (2017).

Globally conducted studies are too many, for the sake of summary and saving time a few of them will be mentioned here such as: Rambitan and Vandalita (2015), Mishra (2013), and Vural (2015).

What makes this research unique is that it was conducted on the TEFL majors at An-Najah National University from the students and instructors perspective about the relation between the positive correlation between technology integration and conductive classroom.

2.7 Summary

This chapter covered the literature concerning the different studies that deal with integrating technology in creating conducive classroom atmosphere. It also covered studies related to the meaning of integrated technology, studies that deal with the importance of integrated technology, studies that handle the different forms of technology. Additionally, studies that show the positive and negative effects of modern technology on students' achievement are also included.

Chapter Three

Methodology and Procedures

3.1 Introduction

3.2 Population and Sample of the Study

3.3 Instruments of the Study

3.4 Limitations of the Study

3.5 Validity of the Study Tools

3.6 Reliability of the Study Tools

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Chapter Three

Methodology and Procedures

3.1 Introduction

The purpose of this study is to investigate the importance of integrating technology in creating conducive classes for learners of English as a foreign language. This chapter will explain the overall methodology of this study and then describe and analyze the methods used which are a questionnaire and an interview. This chapter contains study method, population and sample, the tools, credibility, reliability, variables, procedures and statistical processes. Surveying, descriptive and analytic methods were used for their suitability for the study purposes.

3.2 Study Population and Sample of the Study

The study population consists of all students at An-Najah National University in addition to all staff members in the TEFL major. The study sample which was randomly selected and consisted of (40) male and female TEFL majors at An-Najah National University, in addition to 10 staff members from the Methodology Department.

Table (3.1): Sample Distribution Regarding to Study Variables

Variable	Level	Frequency	Percentage
Gender	Male	13	32.5
	Female	27	67.5
University level	First semester-year1	5	12.5
	second semester-year1	15	37.5
	First semester-year2	10	25.0
	second semester-year2	10	25.0
University BA average	85-100	12	30.0
	75-84	16	40.0
	65-74	12	30.0
Total		40	100.0

Table (3.1) shows the distribution of the study variables regarding to gender, university level and university BA average respectively.

3.3 Instruments of the Study

In order to accomplish the study aims, the researcher reviewed the related literature and developed three tools: the first tool is questionnaire, the researcher developed two interdependent questionnaires in the sense that they complete each other in the area of information that is directly used for achieving the purposes of the study. The first questionnaire is composed of 15 items and distributed among staff members the second questionnaire is distributed among 40 male and female TEFL majors consisted of 21 items to collect the necessary data.

The third tool of this study is a semi-structured interview which was designed by the researcher. It consisted of eight related items. The researcher herself asked all the questions of the interview for the university staff members, the interview was used to emphasize two points: the first one, is to give strength to the questionnaire; the second is to make the

research more authentic since the researcher can observe a lot of things in addition to the information through body language, gestures and physical responses.

3.4 Limitations of the Study

This study considered the following limitations:

- Human Limitation: All TEFL majors at An-Najah National University in addition to university staff members in the same faculty.

- Locative Limitation: Faculty of Education and Teacher Training/An-Najah National University-Nablus Palestine.

- Time Limitations: This study conducted during the first semester of the academic year 2018/2019.

- Topical Limitation: This study deals with the importance of skillful integrating technology in creating conducive classrooms.

3.5 Validity and Reliability of the Tools of the Study

Validity of the Questionnaire

To make sure that the content of the questionnaires is valid, they were given to a number of TEFL specialists from an Najah University; two supervisors and two experienced teachers of English language from the Directorate of Education in Salfit District; they were asked to evaluate the

appropriateness of the questionnaires to the purpose of the study. Their modifications and recommendations were taken into consideration. For example, the specialists suggested reducing the items of the first questionnaire into 15; the jury also modified the first three items and the last two ones until they become as appeared in the researcher's final modifications. *(See Appendix A)*

3.6 Reliability of questionnaire

To find out the reliability degree of the questionnaire, Cronbach alpha was calculated and Table (2) below shows that the ranges of reliability were between (0.811-0.921, and that the total score was (0.87), which is considered to be suitable for the purpose of this study.

Table (3.2): Alpha Formula of Instrument Reliability

Domains	Number of items	Reliability coefficient
Students' questionnaire	21	0.811
Teachers' Questionnaire	15	0.921
Total score	**36**	**0.87**

Table (3.2) shows that all the reliability coefficients are high, and suitable for the purpose of the study.

Validity of the Interview

To insure the validity of the items of the interview, the researcher asked the same jury to review and evaluated the questionnaire. They reduced the number of the interview items from 10 to 8. They also modified items 1, 3 & 8 until they appear in appropriate form. *(See Appendix B)*

Reliability of the Interview

To achieve the reliability of the interview, the researcher applied the tool twice on the same university staff members. After a month of the first time, the same staff members were asked the same items of the interview, then the correlation coefficient was calculated for each item between the two times. The reliability coefficient was obtained through the procedure of application and reapplication for the interview items. The results were as the following in table (3.3).

Table (3.3): Shows Correlation Coefficient for Each Item of the Interview.

Do you think that technology integration ----? Why/why not?

No.	Items	Correlation Coefficient	Significance
1	Facilitates the teaching- learning process	0.81	0.00
2	Transforms both, students and instructors, from traditional methods of the teaching learning process to modern and advanced ones.	0.70	0.00
3	Makes the communication process available at any time and any place without embossment for both parts	0.80	0.00
4	Is available at the university and outside it for both	0. 82	0.00
5	Can save time, cost and efforts when used for teaching and learning appropriately	0.83	0.00
6	Creates enjoyments and self- confidence among students when used for class activities	0.75	0.00
7	Flips the teachers' role inside the classroom and teachers' activities	0.60	0.00
8	Develops the students' abilities to learn language enjoyably	0.76	0.00

3.7 Procedure of the Study and its Analysis

The respondents of the study were selected randomly from among all TEFL Majors who were studying at An-Najah National University during the university academic year 2018-2019. Ten staff members were selected from all staff members in the same faculty.

This study intended highlight the young language learners' proficiency level and to enhance their learning quality through appropriate integration of technological tools that help in providing good classroom atmosphere. To this end, the researcher used three tools: two questionnaires and a semi-structured interview. The first questionnaire was distributed among the TEFL staff members, and the second questionnaire was distributed among the TEFL majors, the interview was also carried out with the TEFL staff members.

The following procedures were followed to conduct the study:

1- The researcher reviewed a large amount of the related literature, which gave her useful information to design and develop the research problem.

2- The researcher reviewed the general atmosphere of the different classes in the intended Faculty to get a comprehensive idea about the general focal points.

3- The researcher conducted the validity and reliability of the tools via experts in the field of TEFL, who approved the suitability of the tools to conduct the study; the researcher studied and approved the suggestions proposed, and made the necessary adjustments.(See Appendix C)

4- The researcher asked for permission from the Faculty of Graduate Studies who in turn sent the permission to the required faculty to help the researcher collects the necessary information, distributes the questionnaire and conducts interviews. (See Appendix D)

5- The researcher distributed the copies of the tools among TEFL majors and staff members. In order to get more valid and reliable results, students were given the freedom to complete the questionnaire. Something similar was done with the interviewees.

6- The researcher managed to collect almost all the copies. Then, the data of the questionnaires and the interviews were statistically treated.

3.8 Statistical Analysis

The following statistical procedures were used for analyzing responses of the TEFL majors and university staff members.

- Frequencies, means, standard deviations and percentages.

- *Cronbach* Alpha formula to check the internal reliability of the tools of the study.

- T- test for two independent samples

- One Way ANOVA test.

- Post hoc test.

3.9 Variables of the Study

The variables of the current study were divided as follows:

The Independent Variables:

For the TEFL majors questionnaire

- Gender variable: Male &Female.

- University level : First semester year one

: Second semester year one

: First semester year two

: Second semester year two

- University BA average : 85-100

: 75-84

: 65-74

- For the staff members' questionnaire:

- Gender: male / female

- Academic qualifications: PhD   Master   BA

Dependent variable:

The importance of integrating technology in creating conducive classroom atmosphere is highlighted from the perspective of the TEFL majors and staff members at An-Najah National University.

3.10 Originality and Limitations of Methodology

This was one of the empirical studies conducted in An-Najah National University in a multidisciplinary area which is technology and conductive classroom context. The aim of this study was to highlight the importance of integrating technology in creating conducive classes for the TEFL Majors at An-Najah National University/ Faculty of Education and Teacher Training.

Additionally, the researcher aimed to investigate the teachers` and students' attitudes towards the importance of integrating technology in creating conducive classes. The researcher used both the qualitative approach represented by using interviews and quantitative approach represented by the questionnaire.

The limitations of the thesis involved the adopted methodology that was limited to interviews and questionnaire given to TEFL majors and staff members who teach TEFL majors.

3.11 The Pilot Study

The researcher applied a pilot study to try the effectiveness of the instruments, and to edit them before the actual implementation. The researcher applied the pilot study on fourteen male and female students from the TEFL majors on June 26th of the Academic year 2018-2019. These students were asked about their opinions regarding the appropriate application of technology and good classroom atmosphere. During the pilot study, the researcher noticed that there was clear correlation between good classroom atmosphere and appropriate implementation of technology.

3.12 Ethical Issues

Written consent was obtained from An-Najah National University subject / Faculty of Graduate Studies to carry out the study and to inform the participants that their work was totally voluntary; the permission from the university assures confidentiality and anonymity.

3.13 Summary

This chapter presented method of the study, questions of the study, the targeted population for this study, the instruments of the current study questionnaires and the Interview; the way of implementing validity & reliability of the questionnaires and interview, procedures of the study, design of the study, data analysis, variables of the study ethical issues and summary.

Chapter Four

Results

4.1. Introduction

4.2. Study Results

4.3. Results of the second tool, the interview

4.4 Summary

Chapter Four

Results

4.1 Introduction

In this chapter, the researcher presents the results of the three tools of the study: the results of the staff members' questionnaire, the results of the students questionnaire and the results of the interview respectively.

4.2 The Study Results

For achieving the purposes of the study, the researcher used means, standard deviations and estimation level for each item.

The means were transformed to percentages according to the following scale:

- More than 80.0 Very High

- From 70-79.9 High.

- From 60-69.9 Medium

- From 50-59.9 Low

- Less than 50   Very Low.

The following shows the results:

4.2.1 The results of the main study question:

1-   What is the importance of integrating technology in creating conducive classroom atmosphere from the perspective of TEFL majors and staff members at An-Najah National University?

To answer this question, the researcher used means, standard deviations, percentages and estimation level for the importance of integrating technology in creating conducive classes for the TEFL majors from the staff members' perspectives and students' respectively and in descending order according to means. Tables (4.1& 4.2) show the results.

Table (4.1): Means and Standard Deviations of the Importance of Integrating Technology in Creating Conducive Classes for the Staff Members in Descending Order According to Mean

Rank	No.	Item	Means	standard deviations	Estimation level
1	1	Encourages me to communicate with my students	4.70	0.46	Very High
2	4	Reduces anxiety during interaction with students	4.63	0.49	Very High
3	10	Allows me to arrange class seating	4.63	0.49	Very High
4	11	Enables me to exchange samples of lessons plans and visual aids with my students	4.60	0.67	Very High
5	7	Is important all through educational process	4.56	0.50	Very High
6	12	Allows me to feel comfortable while interacting with my students	4.53	0.50	Very High
7	5	Allows me to inquire about meetings and assignments	4.53	0.50	Very High
8	2	Allows me to conduct administrative tasks for the students	4.53	0.77	Very High
9	8	Helps me to provide immediate feedback for my students	4.43	0.67	High
10	14	Saves time and effort	4.36	0.66	High
11	6	Reduces students' shyness through communication	4.33	0.80	High
12	13	Enables me to communicate with my classmates about practicum activities	4.30	0.65	High
13	15	Enables me to negotiate ideas about the course with my students	4.20	0.76	High
14	9	Helps me to communicate with my colleagues	4.06	0.98	High
15	3	Enables me to share all types of knowledge with students	3.96	1.03	High
		Total Degree	4.34	0.34	High

Table (4.1) shows that the total degree of the staff members' responses on using technology in classroom was (4.34) which suggests a high level of attitudes. The highest mean was given to the item *"encourages me to communicate with my students"* which scored (4.70). On the other hand, the lowest mean was given to the item *"enables me to share all types of knowledge with students"* which scored (3.96).

Table (4.2): Means, Standard Deviations, Percentages and Estimation Level for The Importance of Integrating Technology in Creating Conducive Classes for the TEFL Majors from the Students' Perspective in Descending Order According to Means

No.	Item No.	Item	Mean	standard deviations	Percentage	Estimation Level
1.	15	helps to use English language outside the universities	4.34	1.23	86.8	Very High
2.	17	arouses positive attitudes towards learning English	4.34	0.54	86.8	Very High
3.	11	is preferable to traditional means of learning English	4.28	0.81	85.6	Very High
4.	19	helps students to improve their pronunciation skills	4.21	0.75	84.2	Very High
5.	16	increases class discussions	4.18	0.85	83.6	Very High
6.	6	encourages pair and group work	4.15	0.72	83.0	Very High
7.	10	focuses on some skills rather than others such as, writing more than speaking	4.12	0.49	82.4	Very High
8.	12	promotes students' understanding in the four language skills	4.06	0.66	81.2	Very High
9.	21	is student centered approach	4.00	0.80	80.0	Very High
10.	9	enables students to improve their academic achievement	4.00	.87	80.0	Very High
11.	7	empowers students' self-esteem	4.00	0.76	80.0	Very High
12.	5	is available at the university setting and environment	3.87	0.60	77.4	High
13.	20	improves students 'accent while speaking English	3.84	0.84	76.8	High
14.	14	motivates students, so that they become more interested in the foreign language	3.78	0.75	75.6	High
15.	1	is always available without distraction	3.68	0.73	73.6	High
16.	13	permits more active participation	3.62	0.83	72.4	High
17.	8	helps students to write better	3.62	1.12	72.4	High
18.	2	appropriate access encourages more group work outside the campus	3.62	0.75	72.4	High
19.	3	doesn't help me at all	3.03	1.03	60.6	Moderate
20.	4	is a waste of time	2.90	0.99	58.0	Low
21	18	doesn't motivate students to speak English	2.06	0.98	41.2	Low
Total degree			3.79	0.30	75.8	High

Table (4.2) shows that the total degree of the TEFL majors' responses on the importance of integrating technology in the classroom was (75.8) which suggests a high level of attitudes. The highest percentage was given to the item "arouses positive attitudes towards learning English" which scored (86.8) and this result emphasizes the importance of using the new method in learning English language. On the other hand, the lowest percentage was given to the item "doesn't motivate students to speak English" which scored (41.2).

4.2.2 The results of the second question:

A) Are there statistically significant differences between staff members' responses to the importance of integrating technology in creating conducive classes due to the staff members' gender, qualification? Table 3 shows the results.

In order to answer the second question, Independent Sample t-test, One Way ANOVA and Post hock tests were used and the following tables show the results:

Table (4.3): Independent two sample t- test result due to the gender:

N	Mean	S. D	T	Sig.*
5	3.65	0.27	-1.374	0.180
5	3.65	0.27		

*The mean difference is significant at the 0.05 level.

Table (4.3) shows that there are no statistical significant differences at (α=0.05) level about the importance of integrating technology in creating

conducive classes due to gender from the staff members' perception. The significant value was (0.180) which is more than (0.05).

Table (4.4): Descriptive statistics results due to qualification

	Qualification	N	Mean	S. D
	PhD	4	3.69	0.27
Total Degree	Master	2	2.09	0.19
	BA	4	3.69	0.27

* The mean difference is significant at the 0.05 level.

Table (4.5): One Way ANOVA Test for staff members about the importance of integrating technology in creating conducive classes due to qualification

Integrating technologies in creating conducive classroom		Sum of Squares	df	Mean Square	F	Sig.*
	Between Groups	0.348	1	0.174	-1.274	0.171
Total	Within Groups	15.477	8	0.272		
	Total	15.825	9			

* The mean difference is significant at the 0.05 level.

Tables (4.4&4.5) show that there are no statistical significant differences at (α=0.05) level about the importance of integrating technology in creating conducive classes due to qualification from the staff members' perception. The significant value was (0.171) which is more than (0.05).

To sum up and as showed by tables 4.3, 4.4 and 4.5 results of the staff members' perspectives due to the different variables do not show any significant differences and this means that technology is considered basic and important in the teaching learning process regardless gender and qualification; they all emphasized and assured the appropriate integration of technology.

4.2.3 The result of the Third Question:

Are there statistically significant differences between student's responses to the importance of integrating technology in creating conducive classes due to the TFFL students' gender, university level and their BA average?

To answer the third question, t- Test for Independent Samples, One Way ANOVA tests and Post hock tests were used, and tables (6,7,8 and9) show the results.

A-Results Related the variable of gender:

To analyze the question related to gender, t- Test for Independent Samples was used and the table below shows the results.

Table (4.6): Independent two sample t test result of the importance of integrating technology in creating conducive classes due to gender

	Gender	N	Mean	S. D	T	Sig.*
Total Degree	Male	13	3.73	0.28	-1.374	0.180
	Female	27	3.88	0.31		

* The mean difference is significant at the 0.05 level.

Table (4.6) shows that there are no statistical significant differences at (α=0.05) level about the importance of integrating technology in creating conducive classes due to gender from the TFFL's perception attributed to the variable of gender. The significant was (0.180) which is more than (0.05).

B-Results Related the variable of university level:

To answer the question related to *university level* One Way ANOVA test was used and the tables below show the results

Table (4.7): Means and Standard Deviations for the Importance of Integrating Technology in Creating Conducive Classes Due to University Level

University level		First semester-year1	second semester-year1	First semester-year2	second semester-year2	Total
integrating technology in creating conducive classes	N	5	15	10	10	40
	Mean	3.88	3.65	3.94	3.72	3.79
	S.D	0.27	0.34	0.16	0.18	0.30

Table (4.8): One Way ANOVA Test for the importance of integrating technology in creating conducive classes due to university level

		Sum of Squares	df	Mean Square	F	Sig.
Total degree	Between Groups	0.580	3	0.290	3.760	0.035*
	Within Groups	2.235	36	0.077		
	Total	2.815	39			

* The mean difference is significant at the 0.05 level.

Table (4.8) shows that there are statistical significant differences at (α=0.05) level about the importance of integrating technology in creating conducive classes from the TFFL's perspectives due to the variable of university level. The significance level was (0.035) which is less than (0.05).

In order to know the differences, post hoc test was used and the following table shows the results.

Table (4.9): Post hoc Test for the importance of integrating technology in creating conducive classes due to university level

Level	First semester-year1	second semester-year1	First semester-year2	second semester-year2
First semester-year1	-	0.22857*	0.05476	0.02365
second semester-year1	-	-	0.28333*	0.03564

Table (4.9) shows that there are differences between (First semester-year1) and (second semester-year1) and between (First semester-year1) and

(First semester-year2) in favor of level (First semester-year2). This means that experience with technology affects positively the students' perspectives.

C-Results Related the variable of University BA average

To analyze the question related to University BA average, One Way ANOVA tests was used, and the tables below show the results:

Table (4.10): Means and standard deviations for the importance of integrating technology in creating conducive classes due to University BA average

University BA average		100-85	84-75	74-65	Total
integrating technology in creating conducive classes	N	12	16	12	40
	Mean	3.63	3.97	3.71	3.85
	S.D	.45	0.39	0.44	0.43

Table (4.11): One Way ANOVA Test for e the importance of integrating technology in creating conducive classes due to University BA average

		Sum of Squares	df	Mean Square	F	Sig.
Total degree	Between Groups	0.927	2	0.464	2.691	.081
	Within Groups	6.375	37	0.172		
	Total	**7.302**	**39**			

* The mean difference is significant at the 0.05 level.

Table (4.11) shows that there are no statistical significant differences at (α=0.05) level about the importance of integrating technology in creating conducive classes due to University BA average from the TFFL's major perception attributed to the variable of place of residence. The significant was (0.081 which is more than (0.05).

4.3 Results of the second tool, the interview

The researcher designed and composed the main questions of the semi-structured interview which was used as a supportive and complementary tool to collect more data about attitudes toward technology integration and classroom comfortable atmosphere.

The researcher asked the eighth questions to the participants without exceptions; the order of the questions in the whole interview depended on the participants' answers. To help the participants feel relaxed, fluent and smooth in responding to the questions, the researcher used direct and easy wording in the questions. The researcher's style in questioning could help the participants express themselves with greater easiness and fluency. Before starting the interview, the researcher explained the purpose of the study to the interviewees. The researcher also explained clearly to them that the information she got from them would be used for scientific purposes only. Then the researcher asked the interviewees for permission to take notes of their answers and she assured that the answers would be used for research purposes. Once the researcher had their permission, she conducted 10 interviews, taking detailed notes of their answers. The participants were all interviewed separately. They were also informed that they can change and modify all relevant information during the interview process. Lastly, the researcher collected all the notes and organized them. Table (4.5) shows an important aspect of the interviews results.

Table (4.12): Interviews' Location, Gender, Qualification and Experience

	Location	Gender	Qualific ation	Experience
Interview (1)	E-learning centre	Female	BA	5-10 years or more
Interview (2)	E-learning centre	Female	BA	5-10 year or more
Interview (3)	E-learning centre	Male	BA	5-10 Years or more
Interview (4)	E-learning centre	Female	BA	5 -10 year or more
Interview (5)	Faculty of Education and Teacher Training	Female	Master	5-10 years or more
Interview (6)	Faculty of Education and Teacher Training	Female	Master	5-10 years or more
Interview (7)	Faculty of Education and Teacher Training	Male	PhD	5-10 Years or more
Interview (8)	Faculty of Education and Teacher Training arm	Male	PhD	5-10 years or more
Interview (9)	Faculty of Education and Teacher Training	Male	PhD	5-10 Years or more
Interview (10)	Faculty of Education and Teacher Training arm	Male	PhD	5-10 years or more

Table (4.12) shows that the sample of staff members selected by the researcher was ten divided among the Faculty members and e-learning center technicians. They were ten: five males and five females, four of them are PhD holders, two are MA holders and the rest are BA holders. All the interviewees shared the same category of years of experience. The following table shows the questions being prepared for the interview

Table (4.13): The interview questions

No	Do you think that technology integration -------------? Why/why not?
1	Facilitates the teaching- learning process
2	Transforms both, students and instructors, from traditional methods of the teaching- learning process to the modern and advanced ones
3	Makes the communication process available at any time and any place without embossment for both parts
4	Is available at the university and outside it for both
5	Can save time, cost and efforts when used for teaching and learning appropriately
6	Creates enjoyment and self- confidence among students when used for class activities
7	Flips the teachers' role inside the classroom and teachers' activity and interesting.
8	Develops students' abilities to learn language enjoyably

The answers of the items of the interview:

1-   Technology facilitates the teaching- learning process.

The interviewees described how technology can take advantage of unexpected turns in class discussion, which makes learning come alive for the students better than the traditional ones. This type of class discussion can also make extremely difficult courses much easier for students to grasp.

One of the challenges of teaching English for the Arabs is the ability to stand and speak in public especially students who often lack a strong personality. Appropriate technology integration can help those shy students to start their new life with English easier. It helps pass the time easily with a lot of fun and engagement.

All the interviewees agreed that accessing the computer-equipped classroom is important, in the sense that it facilitates learning and prepares learners torunintoreal problems, following their instructor, and writing on their own computers.

The lack of a good textbook for teaching certain language aspects can be solved via appropriate use of technology. There is no single textbook that is perfect, that is really fully appropriate for a class. Placing the lecture notes on the web can not only replace the textbook, but it also allows students to spend more time focusing on the lecture and less time copying from the board.

Technology flips teaching, not teachers, this simply means it helps to improve the quality of what they access and what the learners learn better.

Technology can also improve the dynamics between teachers and students, often leading to enhance learning. Students can see that you're doing a lot of work to further their education and there's an appreciation factor that ultimately contributes to their own motivation. Students who may question how much their instructors care about teaching can also see evidences of the time and trouble taken to prepare for class

Introducing technology into the classroom can also bring a set of challenges. Among them is finding the time needed to incorporate new technology into courses. They believe that effective use of technology has the potentiality to transform the student-teacher relationship at the undergraduate level. And graduate level.

2-   Technology integration transforms both, the students and the instructors, from traditional methods of the teaching- learning process to the most advanced ones.

Most of the interviewees agreed that skillful integration of all types of technology requires higher-order thinking skills, such as critical thinking, creative thinking, and the ability to evaluate real-world scenarios; it equips students for 21st century careers. In this case, the teacher is no more than a guide and a counselor and the student's role should be flipped as well to become autonomous in all school skills and life skills as well.

Indeed, regarding to employment, the interviewees stated that students have to demonstrate a deep knowledge and sufficient experience of computing, as all employers expect candidates to be in accordance with the digital literacy standards. Because of this, the interviewees confirmed that employers assured that individuals must have ICT skills in order to work productively and efficiently.

They all confirmed that technology implementation serves as an extraordinary tool to shape and enhance the learning environment, to achieve better learning and better teaching.

3- Technology integration makes the communication process available at any time and any place without embossment for both parts

Necessity is the mother of invention. Based on this big meaning, they all confirmed that modern technology has shaped the way people live on a daily basis. New inventions are being developed constantly in order to keep up with the newest technology implementations. Therefore, the subjects of this interview emphasize the significance and influence of these inventions on the 21st century world.

Today, due to the development of technology, there has been a radical change in communication in all its senses, especially educational communication which has become very easy and accessible in the event of technology.

The notion of communication has changed over time as a result of the continuous improvement of technology. People are constantly communicating with each other, and with the use of new technology, communication can be done in many forms. It has become easier, faster and more accessible than ever.

The Information Technology Revolution has opened the doors of knowledge and as technology becomes popular in classrooms, teachers of all levels, use it to create innovative ways to provide students with instant feedback.

These new forms of communication have crept into the education field. Educators make use of technology in order to improve their efficiency in and out of the classroom. There are various methods that teachers can use to communicate with students, family members, colleagues, etc. These methods include social media, blogs, video sharing websites, group messaging and more. Learning can take place in any location at any time with the ease of access to communication and information.

In the classroom instructors use many types of online communication, such as Skype, Twitter, face book accounts, YouTube videos, and Google Drive to communicate with learners, other instructors use iPad applications or proprietary cloud-based software to monitor and provide feedback on student progress. Still others use podcasts.

4- Technology integration is available at the university and outside it for both staff members and students

The interviewees assured that universities in today's society are competing to offer online learning technology in order to keep up to date. From their experience as an instructors and artificial intelligence researcher, they maintain that online education is a great challenge for universities to overcome currently. They must improve their technological and educational capabilities in order to remain relevant.

In this regard the interviewees assured the following points about the accessibility of technology in education:

Existing alternatives to traditional higher education

Modern technology allows anyone to access ready information and visuals with ease. For the past several years, students have been taking online courses from different sources such as, private companies, nonprofit organizations and universities. Through research and experimentation, it has been proven that online courses are effective when combined with traditional courses.

In order to validate their online education to potential employers and students, massive open online courses (MOOCs) are creating better ways for their students to showcase their work. One MOOC provider called edX can presents transcripts through Arizona State University that confirm their students' completed courses and grades, which doesn't indicate they were completed online.

The evolution of the university

In recent times, the job market has been continuously evolving. The necessities of everyday life and work have become more reliant on technology and instant fulfillment; therefore, people are required to have substantial knowledge and experience with different forms of technology in order to function in modern society.

As a result of the rapid evolution of technology, the need for physical laborers has declined since they have been replaced by machines. This has caused the job market to decrease in number all over the world. Jobs that once required high proficiency workers are now using computers to fill those roles. Consequently, the modern workforce does not place as much emphasis on higher education, rather the focus remains on quick service.

Since the foundation of the workforce has changed in recent times, it will cause great trouble for physical educational institutions. The rise of online education has weakened the significance of the traditional in-class education, which will only continue as technology continues to evolve.

Competition between colleges

There is severe competition between private and public universities. Public education is about two-thirds cheaper, but requires more dedication to completing courses that could be done online in an easier manner.

Eventually, students will be able to take advantage of each universities greatest asset by combining courses from different institutions, which may increase the financial competition even more.

Soon, the traditional in-classroom experience will become the exception, rather than the norm, while online learning becomes more popular.

Finding a new way to teach

To keep abreast of changes in education, most universities are involved in a partnership with other institutions, whether locally or globally, in order   to offer modern and unique experiences for students. Universities also need to modify their curricula in order to meet new forms of technology and the requirements of new generations at an appropriate cost.

5.   **Technology integration can save time, cost and efforts when used for teaching and learning appropriately**

Educators and institutions have used technology in an assortment of ways to maximize their potential to help students. This includes assessment and evaluation of the courses and educators from students' perspectives in order to improve their work and offer them the best quality education. However, students' input needs to be backed up by relevant context and reasoning in order to be considered valid evaluation, it is important for educators to use technology in a proper manner that suits their curriculum. The interviewees agreed with the researcher's goal of this study: to push the readers to think critically about the use of technology in education and its influence on learners, instructors and learning environments.

The interviewee presented examples to show that technology saves time and cost as well as efforts is the appropriate use of (Google Docs). Instructor who teaches a linguistics course that focuses on analysis of

speech encounters some difficulties for students in this course were the lack of resources, feedback and time management. Consequently, he moved this course online, which helped them overcome these difficulties. He used an online program called Google Docs to connect the students and facilitate interaction among them. This setting also allowed students to give feedback about each other's work easily through Gmail. Overall, the technology proved to be very useful for this linguistics course by creating an easy access to resources and communication between students and teachers.

Another example is Geology teacher who is concerned with the junior undergraduate students in his class because of their achievement levels and grades. He noticed over time that his students have trouble with keeping up with the course material and lectures, which eventually lead to dropping the course. He fixed this issue by recording his lectures through software, where students can listen and learn in a more comfortable manner. The instructor used both audio and visual files to help transfer information to his students, which produced positive effects. Students learned and interacted in the class more and produced better scores on exams. The students' response to this change was so positive that it prompted him to apply it to all of his classes. In this case, the use of technology was highly beneficial for both the teacher and students.

6. Technology integration creates enjoyment and self- confidence among students when used for class activities

Overall, the researcher discovered that both technological and traditional methods of education are greatly beneficial to learners, depending on their preference. Technology must be used in the proper manner in order to be beneficial and students must be dedicated to learning from it. Incorporating technology from an early age will increase students' positive attitudes towards it.

Increased Motivation and Self Esteem

Majority of the instructors reported that they noticed a rise in motivation amongst their students while incorporating technology with academics. Technology can appeal to students who don't necessarily excel in the traditional educational methods. For instance, an elementary school teacher described a student who experimented with making music on the computer and eventually succeeded and helped other students do the same. The technology brought out his strengths, which helped him greatly that year.

Instructors referred to motivation from different perspectives. Some of them believe that it related to work in a particular subject, others think of the motivational effects, such as students' satisfaction with instant feedback, the sense of achievement, and the power gained in working with technology, all of the above have an impact on students' motivation.

Instructors discussed the increase in motivation in different aspects, such as the greater enthusiasm towards working on the computer and improving their skills. One instructor stated that providing learners with immediate results has a key role in increasing their motivation towards learning.

One of the interviewees explained that technology attracts students' attention and excites them while using it to learn.

Another staff member says that technology has been beneficial to their students' because it empowers them and gives them equal opportunities to learn and express themselves.

It also offers opportunities to a larger variety of students because of the alternative skills and knowledge needed to use it. Students who underperform in traditional classrooms now have an alternate for of education that may be more suitable for their abilities.

Other interviewees also described the boost in confidence from their students who excel in technology education. One particular teacher said that their students' are more capable with technology than their parents, which empowers them. Their high abilities on the computer make them feel special and important.

In the modern day, technology has become a valuable part of several aspects of society. Therefore, giving students the tools and opportunities to strengthen their skills in this field is beneficial for them in countless way.

they reiterate this idea by explaining that the use of computers for practical benefits helps students to be more self-reliant and confident in their abilities.

7.   Technology integration flips the teachers' role inside the classroom and teachers' activity and interesting.

Using technology in education flippedthe role of both, teacher and learner. Traditional classrooms are teacher-centered ones in which learners are passive receiver**,** on the contrary, involving technology make learners more active by physically using the machines and applying the information in a practical manner. Students can work independently by creating their own objectives, implementing their ideas and assessing their own progress.

The instructor's role is reduced while using technology because they do not need to be the main source of information for the learners. Instructors can assist the students with their work by creating a suitable environment and providing guidelines. Also, the teacher can offer feedback to students and enquire about their designs and accomplishments.

The notion of a flipped classroom dynamic is also prevalent in projects based work and cooperative learning. Technology only enhances this dynamic because it allows students to keep their minds active for long periods of time. In addition, the teacher and students can work together as partners to create a cooperative learning environment. In this case all interviewees agree with (Raba'2018 and Raba' and Herzalleh, 2018)

8.   Technology integration develops students' abilities to learn language enjoyably

All the interviewees mentioned the way that technology influences students to work together more often. It creates a platform for students to share their knowledge with each other. Students can work on projects as groups to combine their skills and knowledge to create something together. Students become resources for each other, which enhances the significance of a supportive environment.

With regard to enjoyable educational classroom environment, the majority of the interviewees showed that Technology in the Classroom Makes Learning more fun it creates a more enjoyable environment for the students to learn. Gadgets like tablets and laptops make tedious subjects more exciting and interactive. They also assured that technology prepares students for the future, in the sense that it allows students to not only learn facts, but to implement their knowledge in practical ways, it helps them retain information better and remember what they learn.

In addition, the interviewees emphasized that Technology Helps Students Learn at their own pace. They can learn at level and speed that is comfortable for them and use programs that suit their learning style. At the same time, technology is constantly updating, which means that educators need to refresh the tools and curriculum to keep up. There are benefits from both technology infused education as well as traditional education, but the

objective is to find a balance suitable for the course, teachers and students. Understanding all the aspects of ed-tech will allow for the best learning and teaching experience.

4.4 Summary

In this chapter, the researcher presented the results of the study, she gathered the information of the study tools, and then it was codified , computerized and analyzed statically by using statistical package of social science (SPSS).

Chapter Five

Discussion, Conclusion and Recommendations

5.1 Introduction

5.2 Discussion

5.3 Conclusion

5.4 Recommendation

Chapter Five

Discussion, Conclusion and Recommendations

5.1 Introduction

In this chapter, the researcher included discussion of the results, conclusion and some recommendations

5.2 Discussion of the Study Results

Discussion of the results of the main study question which is:

What is the importance of integrating technology in creating conducive classes for the TEFL Majors from the staff members' and students' perspectives?

Results showed that attitudes towards appropriate implementations of technology in creating comfortable atmosphere were high of both the staff members' and students' perspectives. The researcher divided the results into two sections: from the staff members' and students' perspectives respectively.

As for the results of the staff members' perspectives, the total degree of the responses on using technology in classroom was (4.34) which suggest a high level of attitudes. The highest mean was given to the item *"technology encourages me to communicate with my students"* which scored (4.70). On the other hand, the lowest mean was given to the item *"Technology enables me to share all types of knowledge with students"*

which scored (3.96). The results suggest that teaching staff are agreeable to the urgent need for appropriate application of technology as it helps to lower anxiety during interaction with the students. This agrees with(Affouneh and Raba' 2017). The researcher believes that using technology in the right time can remove students' boredom as it has the power to break the routine that causes boredom. Results show that technology enabled staff members to send samples of lesson plans and visual aids to students which can save time and effort and make learning more sustainable as it can be referred to any time and any place. This result is in agreement with Johnson, 2009 and Bafile, 2010. Also results showed that, if appropriately used, different means of implementing technology can make learning more fun and more sustainable. This result is in accordance with Dawson and Cavanaugh 2012 and Thompson, 2013. According to the majority of staff members, technology can flip teaching and learning via giving students the majority of class activities, roles are flipped, and information resources become various. This is in accordance with Siew, Hassan, Nor and Abdul Malek, 2017, Raba' and Dweikat, 2018 and Tossell, Kortum, Shepard, Rahmati, and Zhong, 2015.

As for the results of the TEFL majors' perspectives, the total degree of the responses on using technology in classroom was75.8 which suggests a high level of attitudes. The highest percentage was given to the item *"arouses positive attitudes towards learning English"* which scored (86.8) and this emphasizes the importance of using the new method in learning English language. On the other hand, the lowest percentage was given to

the item ***"technology doesn't motivate students to speak English"*** which scored (41.2). From the results the researcher concluded that integrating technology in teaching and learning can help student to use the English language outside the university in a good atmosphere, can arouse positive attitudes towards learning in a better atmosphere than learning without technology and is preferable to traditional learning methods where students' boredom can be removed via the conducive climate technology can bring. In this respect, students' perception matches with the staff members'. This result agrees with Dias1999; Solio2008;Lin 2012; Mishra 2013 and Montrieux, Vanderlinde, Schellens and De Marez, 2015 among others.

What is unique in this study is that it shows two different perspectives, staff members' perspectives and MA TEFL majors' perspectives towards creating wishful teaching and learning atmosphere that other studies lack. Comparing with the other countries in the world technology integration in Palestinian context is newly born and bound to Israeli occupation, in spite of the limited resources and restrictions imposed by Israeli forces; still, Palestine could make a noticeable revolution in technological aspect, and this study dealt with the biggest academic institutions in Palestine "An-Najah National University". Results also showed that technology integration can not only flip traditional classrooms, but it also helps students improve their pronunciation skills and this brings more willingness to learn. This result is in accordance with Espuny, Gonzalez, Lleixà and Gisbert, 2011; it also showed that technology can not

only help in integrating the four language skills in a funny way, but it also helps students think critically and social contexts. In this respect, it promotes self-learning and responsible learning as well. This findings agrees with Lewis, (2010) and Madge, Meek, Wellens and Hooley, 2009. The majority of students, according to the responses of the second part of the question, agreed that technology is basic; it is useful in almost all aspects of life and it is not a waste of time as said by traditional teachers; on the contrary, it saves time and effort and enhances students' motivation to learn better. This finding, on one hand agrees with Schuetze, 2010, but on the other hand, it disagrees with Becker, 2000, and Vural, 2015.

Discussion of the results of the first part of the second question of the study which is:

A-Are there statistically significant differences between staff members' responses to the importance of integrating technology in creating conducive classes due to the staff members' gender, qualifications, years of experience?"

Results of the staff members' perspectives on different variables do not show any effect of them and this means that technology is basic and important regardless, gender and qualification; they all emphasized and assured the appropriate integration of technology.

Discussion of the results of the second part of the second question of the study which is:

B) Are there statistically significant differences between student's responses to the importance of integrating technology in creating conducive classes due to the TFFL students' gender, university level and their BA average?

Results showed that there are no statistically significant differences at (α =0.05) level in terms of the importance of integrating technology in creating conducive classes from the TFFL's perception attributed to the variable of gender. The significance level was (0.180) which is more than (0.05).

Results also showed that there are statistical significant differences at (α =0.05) level about the importance of integrating technology in creating conducive classes from the TFFL's perspectives due to the variable of university level. The significant was (0.035) which is less than (0.05).

Morover, results showed that there are differences between (First semester-year1) and (second semester-year1) and between (First semester-year1) and (First semester-year2) in favor of level (First semester-year2). Also and so on; this means that experience with technology affects positively the staff members' perspectives.

In addition, results showed that there are no statistically significant differences at (α=0.05) level in terms of the importance of integrating

technology in creating conducive classes due to University BA average from the TFFL's major perception. The significance level was (0.081 which is more than (0.05), and regardless of the variables attributed to students and staff members, technology is basic and has to be absorbed and included in almost all learning and teaching activities. Males and females have almost the same perceptions; qualifications do not affect the perceptions as well. What shows effect is experience towards how much a person is exposed to technology, how much computer knowledge a person has.

Discussion of the results of the second tool, the interview:

With regard to the first item of the interview which is "Technology facilitates the teaching- learning process."

All the interviewees described how technology allows unexpected turns in class discussion which makes learning come alive. This type of class discussion can also make extremely difficult courses much easier for students to grasp. In the context of teaching English for the Arabs and according to the researcher's experience in teaching, appropriate technology use can help shy students to start their new life with English easier. Technology can compensate the lack of appropriate textbook materials for teaching certain language aspects via appropriate uses of technology implementations

One of the challenges of teaching English for the Arabs is the ability to stand and speak in public especially students who often lack confident

personality. In this regard, the interviewees agree with George Lucas Foundation (2007) who explained that technology in the classroom is more relevant to the students' using methods and instruments they routinely use at home. They learn excitingly and easily compared to the traditional ways of learning.

As for the second item of the interview which is "Technology integration transforms both, the students and the instructors, from traditional methods of the teaching- learning process to the most advanced ones."

They all assured that technology can flip traditional classes by all its meaning. Technology implementations flip teaching, not teachers, learning and not learners via flipping their roles; all of them believed that technology has a great power to influence their teaching; no one feels it fundamentally changes them as teachers. In this regard, the interviewees are in accordance with Raba' (2018) and Dweikat and Raba', (2019). Classroom interaction has improved the quality of what the students can access. It equips students for the 21st century careers. In this case, the teacher is no more than a guide and a counselor and the students become more autonomous in all school skills and life skills as well. As for future careers and since technology is the dominant tool, being well-used will give the chance for learners to have better chances for further employment. This result is in harmony with Lin, (2012) who argued that students learn more and better when dealing with technology and its applications as they develop reasoning and problem solving skills in language learning process.

As for the third item of the interview which is "technology integration makes the communication process available at any time and any place without embossment for both parts", the interviewees assured a basic fact about the effect of technology on human's communication assuring that it has shaped the way people live in a daily basis via helping learners to keep up with the modern inventions of the 21st century world. The researcher believes that technology implementations can help learners communicate effectively with other students, teachers and knowledge as well. The researcher added that via technology implantations such as social media, blogs, video sharing websites and group messaging encourage students to communicate with each other, family members, and colleagues, easily and comfortably. Concerning time and place, and as indicated by the interviewees, appropriate integration of technology can achieve this accessibility. In this respect, the interviewees are in harmony with Mishra (2013) who proved that integrating technology applications can produce virtual classroom environments where students learn language skills in a social and global connections any time and in any place.

Turning to the fourth item of the interview which is "technology integration is available at university and outside it for both; students and instructors" the interviewee confirmed that universities risk becoming obsolete so all of them try to transform themselves into educational institutions that use technology. The use of technology can lead to many benefits for universities and the following lines summarize it: first, ready and free information become available for most students. Second,

online courses allow students to access information quickly and easily. The effect of these courses can be increased by combining it with traditional courses. Third, technology becomes essential in everyday life and works so students need to be aware with the different forms of technology. In this situation, universities need to renovate their curriculum in order to cater the new forms. Fourth, students can attain information from different institutions and make combinations between these institutions courses. On the other hand, interviewees indicated that jobs will decrease due to the increased reliance on machines and technology that replace high proficiency works with computers.

With respect to the fifth item of the interview which is "technology integration can save time, cost and efforts when used appropriatel for teaching and learning" The interviewees confirmed that using online learning programs, allows the opportunity for instructors to modify their lessons according to their students' responses to these programs.

So students at the same time can know their strengths and weakness. In other words, teachers try by using technology to improve and develop their qualities in order to help their students. They added that students can lose their engagement with the material due to the lack of interest and understanding so the instructors try to regain their enthusiasm through using audio and visual files especially in teaching linguistics which can help students to interact in the class and take better scores in exams. In the

area of saving time, the interviewees assured this fact about technology integration and saving time in teaching and learning. This disagrees with Vural (2015) who showed that using social media is a waste of time, and also it distracts students' attention by statements, messages or announcement sent by others. This fosters them towards social network websites while studying a course material.

The interviewees' perception is also in disagreement with Becker (2000) who assured that a large percentage of teachers hesitant to integrate technology in their teaching practices as this requires professionals in the area of technology but not all teachers are so. Additionally, most teachers are busy and have other things to do so they do not have time to mess around.

With regard to the sixth item of the interview which is "technology integration creates enjoyment and self-confidence among students when used for class activities". The interviewees disagreed with this point completely. They assured that both technological and traditional methods of education are beneficial to learners depending on their preferences. On the other hand, they assured that technology increased motivation. Technology gives students equal opportunities to learn and express themselves. It also attracts their attentions and excites them while using it to learn. Besides, technology can increase self-esteem for all students. Whereas those who underperform in the traditional classroom found that technology enhances their potential so their learning will be

improved and developed in this situation. Also, students who are capable of using technology more than their parents and their peers, stated that the use of technology empowers them and increases their self-esteem.

Regarding the seventh item of the interview which is "technology integration flips the teacher's role inside the classroom and teacher's activity and interest" the interviewees agreed that the importance of the traditional role of teacher, to be a transmitter of knowledge and information has diminished due to the use of technology. The teacher becomes counselor and supporter to his students. The student at the same time becomes active, independent and responsible for information research and application that can be done by using technology while traditionally he was passive and receiver of all teacher's knowledge, instructions and commands. It is more than computer skills in the different learning areas. This result is in disagreement with Affouneh & Raba' (2018) who said that technology integration is the skillful use of computers in the different learning areas; this includes teaching them how to apply different computer skills in meaningful, and motivational manner in a particular context.

With regards to the final item of the interview which is "technology integration develops students' abilities to learn language enjoyably" the interviewees agreed that using technology can allow students to implement their knowledge besides learning abstract knowledge from their engagement with the different forms of technology. For example, if a student is engaged in a task like working for a presentation,

that will help him to retain a lot of the presentation's information while they are preparing and presenting it. In other words, students can learn according their needs and abilities and they become able to use programs that are appropriate to their abilities and their learning styles. It is the real application that one can feel and sense to ease learning and make it more fun without this sense and use of technology; it becomes not more than a waste of time and effort. This result is in accordance with (Thompson, 2013).

5.3 Conclusion

With regard to staff members' perspectives, their different variables show positive effect which means that technology is important regardless gender and qualification. This result is showed in tables (4.3, 4.4 and 4.5).

As for students 'perspectives, academic level variable received more impact than other student variable in favor of more experienced students This can be seen in Table (4.8). This finding is due to the researcher's experience in the area.

With regard to motivation and shyness, results also proved that technology integration can help shy students to start their new life with English easier and improve the quality of classroom interaction as shown by both instructors and students; Technology also increases students' motivation toward learning and makes it more fun and interactive.

5.4 Recommendations

The researcher recommended the following:

Recommendation for the instructors:

1. The necessity of integrating technology in education in the university, in an attempt to absorb and keep up with digital learning initiated by the ministry of education.

2. Holding a scientific workshops and conferences that focus on integrating technology in education.

3. Exchange experiences among different global universities in technological aspects.

Recommendations for the university administration:

1- University administration should focus more on qualifying the instructors in order to enhance their readiness to integrate technology in education and offer all the necessary requirements.

2- Cooperation between the university and other private and public sectors to provide various ICT tools in the universities.

Recommendations for further studies:

1- Conducting other studies to investigate the importance of technology in education in other universities that include other variables.

2- Specifying one of technology implementations and studying its effect in education

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Appendixes

Appendix (A): Staff members' questionnaire

Appendix (B): Complementary Interview

Appendix (C): The validation committee (names &ranks)

Appendix (D): Permission from An-Najah University to conduct the study

Appendix (A)

Staff members' questionnaire

Dear Respondents,

The following questionnaire is one of the tools used to collect information for the research entitled "The Importance of Integrating Technology in Creating Conducive Classroom Atmosphere from the Perspective of the TEFL Majors and Staff Members at An-Najah National University".

The questionnaire is adopted from the different related literature review.

The questionnaire is composed of two parts: The first part is about personal information, while the second part is about the items of the questionnaire**.**

Part I: Personal Information

Please tick the correct answer which will be used for research purposes only.

1- Gender: male   female

2- Qualifications: BA   PhD   Master

Thank you for your cooperation.

The researcher

The second part of the questionnaire /The questionnaire items:

Do you think that technology integration …………………………?

No.	Item	Strongly disagree	disagree	Neutral	Strongly agree	agree
1	Encourages me to communicate with my students					
2	Reduces anxiety during interaction with students					
3	allows me to arrange class seating					
4	Enables me to exchange samples of lessons plans and visual aids with my students					
5	Is important all through educational process					
6	Allows me to feel comfortable while interacting with my students					
7	Allows me to inquire about meetings and assignments					
8	Allows me to conduct administrative tasks for the students					
9	Helps me to provide immediate feedback for my students					
10	Saves time and effort					
11	Reduces students' shyness through communication					
12	Enables me to communicate with my classmates about practicum activities.					
13	Enables me to negotiate ideas about the course with my students					
14	Helps me to communicate with my colleagues					
15	Enables me to share all types of knowledge with students					

TEFL majors' questionnaire:

Dear students,

This questionnaire is used for collecting information about technology integration and the enhancement of teaching learning process as two major goals of the research title " *The Importance of Integrating Technology in Creating Conducive Classroom Atmosphere from the Perspective of the TEFL Majors and Staff Members at An-Najah National University".*

You answer is appreciatively accepted for helping the researcher to accomplish her study, and will be strictly confidential and used for scientific purposes.

Part one: **Personal Information**

Please tick the correct answer which will be used for research purposes only.

1-Gender: - Male - Female

2-University level: -First semester-year one - Second semester-year one

- First semester-year tow - Second semester-year two

3-University BA average : - 85-100 - 75-84- 65-74

Thank you for your cooperation.

Part two: The items of the questionnaire:

Dear students, according to your experience in your university life, do you think that successful integration of technology in teaching and learning…………………………?

No.	Item	Strongly disagree	disagree	Neutral	Strongly agree	agree
1	Helps to use English language outside the universities					
2	Arouses positive attitudes towards learning English					
3	Is preferable to traditional means of learning English					
4	Helps students to improve their pronunciation skills					
5	Increases class discussions.					
6	Encourages pair and group work					
7	Focuses on some skills rather than others such as, writing more than speaking					
8	Promotes students' understanding in the four language skills					
9	Is student centered approach					
10	Enables students to improve their academic achievement					
11	Empowers students' self-esteem					
12	Is available at the university setting and environment					
13	Improves students 'accent while speaking English					
14	Motivates students, so that they become more interested in the foreign language					
15	Is always available without distraction					
16	Permits more active participation					
17	Helps students to write better					
18	Appropriate access encourages more group work outside the campus					
19	Doesn't help meat all					
20	Is a waste of time					
21	Doesn't motivate students to speak English					

Appendix (B)

Complementary Interview

Dear Instructors,

Please go through these questions and answer them according to your knowledge and experience with the idea of technology integration.

Questions of the interview

Do you think that technology integration------------------? Why/why not?

1. Facilitates the teaching- learning process

2. Transforms both, students and instructors from the traditional methods of teaching-learning process to modern and advanced ones

3. Makes the communication process available at anytime and anyplace without embossment for both parts

4. Is available at the university and outside it for both

5. Can save time, cost and efforts when used for teaching and learning appropriately

6. Creates enjoyment and self-confidence among students when used for class activities

7. Flips the teachers' role inside the classroom and teachers' activity

8. Develops students' abilities to learn language enjoyably

Appendix (C)

The validation committee (names &ranks)

1- Dr. Sameer Issa, English department, An-Najah National University.

2- Dr. Suzzan Arafat, English department, An-Najah National University.

3- Dr. Mahmoud Ramadan, Methodology and teacher training department, An-Najah National University.

4- Dr. Soheil Salha, Methodology and teacher training department, An-Najah National University.

5- Lubna Al-Rabi, English supervisor, Salfit Directorate.

6- Hussien Abu Shama, English supervisor, Salfit Directorate.

7- SaedJumaa', English teacher, Salfit Directorate.

8- Sabreen Barri, English teacher, Salfit Directorate.

Appendix (D)

Permission from An-Najah University to conduct the study

جامعة النجاح الوطنية

كلية الدراسات العليا

أهمية استخدام التكنولوجيا في خلق بيئة صفية جاذبة
من وجهة نظر طلاب أساليب تدريس اللغة الانجليزية
وطاقم التدريس في جامعة النجاح الوطنية

اعداد

ايناس عبدالله عبد الحميد عبد الفتاح

إشراف

د. أحمد عوض أمين رباع

2019

ب

أهمية استخدام التكنولوجيا في خلق بيئة صفية جاذبة من وجهة نظر طلاب أساليب تدريس اللغة الانجليزية وطاقم التدريس في جامعة النجاح الوطنية

اعداد
ايناس عبدالله عبد الحميد عبد الفتاح
إشراف
د. أحمد عوض أمين رباع

الملخص

هدفت هذه الدراسة لمناقشة أهمية استخدام التكنولوجيا في خلق بيئة صفية جاذبة من وجهة نظر طلاب أساليب تدريس اللغة الانجليزية وطاقم التدريس في جامعة النجاح الوطنية.

من أجل تحقيق أهداف الدراسة قامت الباحثة باستخدام ثلاث أدوات وهي: استبانتان ومقابلة، حيث قامت الباحثة بتصميم استبانتين مرتبطتين ببعضهما البعض: الاولى خاصة بطلاب أساليب تدريس اللغة الانجليزية تتكون من 21 فقرة تم توزيعها عشوائيا على 40 طالبا وطالبة والثانية خاصة بالهيئة التدريسية ومكونة من 15 فقرة تم توزيعها على 10 من أعضاء هيئة التدريس، أما الاداة الثانية فهي مقابلة تكميلية مع اعضاء الهيئة التدريسية مكونة من 8 اسئلة وذلك للتأكيد على المعلومات التي تم جمعها من خلال الاستبانة ولجعل الدراسة اكثر واقعية من خلال ما يمكن ملاحظته من لغة الجسد او الايماءات وغيرها.

ومن خلال الدراسة توصلت الباحثة الى أن استخدام التكنولوجيا في التعليم له أثرا ايجابيا على الطلبة، وبشكل خاص على متغير المستوى الجامعي للطلبة، اما أعضاء الهيئة التدريسية فلم يظهر أي أثر عليهم في ضوء المتغيرات التي تم استخدامها وهذا يدل على اهمية استخدام التكنولوجيا وفاعليتها بغض النظر عن جنس المعلم أو خبرته.

من خلال النتائج توصي الباحثة بضرورة استخدام التكنولوجيا في التعليم وعقد ورشات عمل ومؤتمرات علمية تركز على دمج التكنولوجيا في التعليم.

كما توصي الباحثة ادارة الجامعة بعقد شراكة مع المؤسسات العامة والخاصة لتزويد الجامعة بالمعدات التكنولوجية والالكترونية اللازمة.