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**TÍTULO: INVESTIGATING THE USE OF TECHNOLOGY IN EFL CLASSES AT
“COMPLEXO ESCOLAR Nº 1841 MADRE TRINDADE -LUBANGO”**

**Projecto de um Trabalho apresentado para a Obtenção do Grau de
Licenciado no *Ensino da Língua Inglesa***

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at “Complexo Escolar nº 1841 Madre Trindade -Lubango”

Trabalho apresentado para a obtenção do Grau de
Licenciado no Ensino da Língua Inglesa

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Lubango

2022

**DECLARAÇÃO
DE AUTORIA**



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Nesta base, eu **ANA CAMBUNDO RUBEN VIRIATO**, estudante finalista do Instituto Superior de Ciências de Educação da Huíla (ISCED-Huíla) do curso de **ENSINO DA LÍNGUA INGLESA**, do Departamento de Letras Modernas, declaro, por minha honra, ter elaborado este trabalho, só e somente com o auxílio da bibliografia que tive acesso e dos conhecimentos adquiridos durante a minha carreira estudantil e profissional.

Lubango, 30 de Julho de 2022

A autora

ANA CAMBUNDO RUBEN VIRIATO



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ABSTRACT

ABSTRACT

The purpose of this study is to investigate the use of technology in EFL classes at “complexo escolar nº 1841 madre trindade -Lubango” As an ISCED teacher trainee when having teaching practice at “Complexo Escolar nº 1841 Madre Trindade - Lubango” I have witness that despite the fact that school has got some equipement they are not used frequently in English lessons. As a consequence teachers usually resort to traditional methods when teaching English making the lesson a bit old fashion with very little innovation. To achieve the purpose of this study, 4 EFL teachers from “Complexo Escolar nº 1841 Madre Trindade - Lubango” responded to a questionnaire, and the coordinator of the subject from “Complexo Escolar nº 1841 Madre Trindade - Lubango” responded to an interview. The findings showed that: **(a)** Technology should be explored more, due to its usefulness to assist English language learning in the classroom; **(b)** Teachers and the coordinator at “ Complexo Escolar nº 1841 Madre Trindade - Lubango” believe that technology increase students motivation, technology makes engagement, technology helps in Interaction, technology supports independence and it develop language skills; **(c)** The challenges teachers and the coordinator face in using technology in the classroom at “ Complexo Escolar nº 1841 Madre Trindade - Lubango”, is that technology is limited in accessibility and network, school with limited technical support and lack of effective training, limited time and lack of teacher’s competency; **(d)** The strategies that the teachers and the coordinator at “ Complexo Escolar nº 1841 Madre Trindade - Lubango” use are video, smart phones, computer as drill and practice, and internet applications.

Key words: Technology, ICT, MALL, CALL

RESUMO

RESUMO

Como estudante estagiária do ISCED-huila, fazendo práticas pedagógicas no "Complexo escolar Nº 1841 Madre Trindade - Lubango", notei que apesar da escola possuir alguns equipamentos tecnológicos, não são muito usados nas aulas de Inglês. Como consequência, os professores geralmente usam métodos tradicionais nas suas aulas de Inglês, o que torna estas aulas um pouco antiquados e sem muita inovação. O objectivo deste estudo é investigar o uso da tecnologia nas aulas de EFL no "Complexo escolar Nº 1841 Madre Trindade - Lubango". Para atingir os objectivos da pesquisa, 4 professores responderam ao questionário e o coordenador da disciplina respondeu a entrevista. Os resultados mostraram que: (a) A tecnologia deve ser mais explorada, devido a sua utilidade para auxiliar o aprendizado da língua inglesa em sala de aula; (b) Os professores e o coordenador do "Complexo escolar Nº 1841 Madre Trindade - Lubango" acreditam que a tecnologia ajuda na interação, a tecnologia apoia a independência e desenvolve as competências linguísticas; (c) Os desafios que os professores e o coordenador enfrentam no uso da tecnologia em sala de aula no "Complexo escolar Nº 1841 Madre Trindade - Lubango", e que a tecnologia é limitada em acessibilidade e rede, escola com suporte técnico limitado e falta de formação efetiva, tempo limitado e falta de competência do professor; (d) As estratégias que os professores e o coordenador de Inglês do "Complexo escolar Nº 1841 Madre Trindade - Lubango" utilizam são vídeos, smartphones, computador para exercícios e prática, e aplicações da internet.

Palavras chaves: **Tecnologia, TIC, MALL, CALL**

DEDICATION

Dedication

This research study is dedicated to:

- ❖ All my family, for support, encouragement and motivation throughout the process in writing this piece of work. Thanks all of you
- ❖ My precious daughters, **Marcelina Natalia Viriato** and **Analtina Manuela Viriato** for they are my strength and the reason why I wake up every day ready for another fight.
- ❖ My father, **Paulino Viriato** for his love, support, for being there for me always and for his faith on me.

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ACKNOWLEDGEMENTS

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INTRODUCTION

INTRODUCTION

The purpose of this study is to investigate the use of technology in EFL classes at “complexo escolar nº 1841 madre trindade -Lubango”

Using technology in English language learning is closely linked to the development of technologies and its affordances. As noted by many experts, the affordability of technology gave the possibility to schools for more computer use in the classroom and the development of technologies brought along with it a growth in the process of English language learning (Callari, 2017, pp.3-9). In addition, technology can be viewed as another member of the learning team (Harnish, Bridges, Sattler, Signorella, & Munson, 2018, p.20).

Technology has become an important part of daily life, because it is widely used in many settings, they can also be particularly useful to help students or teachers in educational settings. Moreover, technology is seen as a tool that enhances the English language learning process; it is neither the final goal nor does it replace interaction for mastery of the target language, (Khan, Radzuan, Shahbaz, Ibrahim, 2018, p. 41., and Bugueño, 2013 p. 8)

Moreover, the impact of technology in the classroom depends on ways in which teachers and students use it. Thus, one of the evidence-based teaching on the use of technology in the classroom is because technology includes the skills, practices, and procedures of instruction itself. (Harnish, Bridges, Sattler, Signorella, & Munson, 2018, p.20).

I decided to write on this topic because I like technology and because of the facilities that technology brought to my life. First as a person, second as a student and third as a teacher. Concretly, technology helps me to communicate by using socio networks, watching videos, having access to any content anytime, and having the world in my hands in a click is wonderful. As a student at EFP-NAMIBE and ISCED –HUILA, using technology I could have access to content for school works on Google, download books and offline app such as dictionaries and verb conjugation app, books from teachers and colleagues via Wi-Fi direct, bluetooth and WhatsApp and get feedback of exams from teachers via WhatsApp. Moreover, when I started working as a teacher, I saw more advantages and the

easiest ways to have access to content for my classes on the internet, for example by downloading exercises, images to print for flashcards and texts that can be adapted for English lessons.

As an ISCED teacher trainee when having teaching practice at “Complexo Escolar nº 1841 Madre Trindade - Lubango” I have witnessed that despite the fact that school has got some equipment they are not used frequently in English lessons. As a consequence teachers usually resort to traditional methods when teaching English making the lesson a bit old fashioned with very little innovation. (Khan, Radzuan, Shahbaz, Ibrahim, 2018, p. 41).

This study meet the following limitations: during the writing process, there had some problems with formatting and citation which made me to consult many times the tutor, time to do this work as I work during the week at a countryside without electricity, thus I couldn't take my computer there.

From the encountered problem, this research study aimed to achieve the following three (3) research objectives:

1. To Identify the Teacher's Perceptions Towards Technology in the Classroom at “Complexo Escolar nº 1841 Madre Trindade -Lubango”
2. To identify the challenges in using technology in classrooms at “Complexo Escolar nº 1841 Madre Trindade -Lubango”
3. To suggest some Strategies in using Technology to Assist Language Learning at Complexo Escolar nº 1841 Madre Trindade -Lubango”

Based on the research objectives set, the following three (3) corresponding research questions have been raised:

1. What are the teacher's perceptions Towards Technology in the Classroom?
2. What the challenges do Teachers face when Using Technology?
3. What are the strategies to Use when Applying Technology to Assist Language Learning in your classes?

To answer these questions a descriptive design has been adopted and qualitative data was collected through teachers and students' questionnaire.

This study is meant to be descriptive because, a descriptive research is an investigation that attempts to describe accurately a phenomenon, subject or area (Richards & Schmidt, 2010, p. 152).

As for the existent studies allocated at ISCED-HUILA library, four (4) studies we found in our library, such as De Jesus (2016) who conducted a study on the use of Mobile Assisted Language (MALL) in which she concluded that, mobile phone can facilitate language learning through its application including; message texting, voice call, video recorder, and etc ; Major (2010) whose study aimed at investigating the use of Computer assisted language learning (CALL), who concluded that technology integration in classroom is a process that involves a budget for adequate training for teachers and availability of equipment simultaneously; Pereira (2014) who conducted a study aimed at investigating, the utilization of the internet by English language teachers, and he met the following conclusion: the internet contributes to teacher development and allow them to get connected to the world, to retrieve information, to keep in touch with the latest news ideas and approaches to the teaching and learning of English and to access original material; Pio (2019), whose conclusion is that technology in teaching improves the teachers' instructional process and facilitates the process of students' learning and provides more teaching and learning supports for the teachers and students.

The similarities found in the mentioned study with the current study, is that both study share the same field of investigation. Therefore, the difference between the present study from the previous studies mentioned above, differ only on the research context

The main terms will not be defined in this section, because they are included in the literature review.

This work, is divided into three (3) chapters. The first chapter refers to the literature review on the topic. The second chapter presents the research methodology used for data collection and the results obtained from the study. The third and last chapter focus on analysis and discussion of the main findings from

the previous chapters and then it comes with the conclusions and recommendations followed by appendices. The following section drives its attention on the literature review.

CHAPTER ONE: LITERATURE REVIEW

CHAPTER ONE: LITERATURE REVIEW

Technology changes teachers' role from the traditional knowledge transmitter to a new set of roles like facilitator and delegator. The use of technology facilitates and improves the performance of the process of language learning. As (Naima, 2017, p. 161), points that "Using technology as learning tools has been proven effective for self-learning nearly anytime and anywhere".

Several studies were empirically conducted to examine the efficiency that technology may breed to language teaching and learning. As a result, many studies provide ample support for the assertion that the use of technology in language teaching/learning heightens learners' proficiency, raises their motivation and involvement in the classroom. As a concrete example, Odabasi (2000, cited in Naima, 2017, p. 163) maintains that "among the benefits of technology usage is the increase in learners' motivation."

Incorporating technology into L2 classrooms is a way for students to connect seemingly abstract foreign language concepts to their actual experiences. Furthermore, incorporating technology into the classroom, particularly among low-level learners, has also been shown to generate greater student autonomy and instill lifelong language learning skills (Akobirov, 2016, p. 30).

The purpose of this chapter is to review the literature on using technology in EFL classes. To achieve the aim of this chapter, we have divided it into four (4) parts: the first section defines the key terms of this work, the second section discusses the teacher's perceptions towards technology in EFL classes, the third section drives its attention on the challenges in using technology in classrooms, the last section suggests the ways to use technology in an EFL classroom.

1. DEFINING TERMINOLOGY

This section will define the main terms of this paper. To accomplish it, we are going to define the following terms: Technology, ICT, MALL, CALL (**COMPUTER ASSISTED LANGUAGE LEARNING**), thus, let us start by defining technology.

1.1.1. TECHNOLOGY

Technology plays a key vital role in the development of language learning. With the rapidly expanding availability of new technologies, the language learning process can be made more engaging and interesting for learners.

Thus, Technology has been defined by different researchers, practitioners, and experts in the field of technology as well as in the field of language learning.

Mcdougald (2009, p.18), defines Technology as “the process of using scientific, material and human resources in order to meet human need or purpose”.

According to Akobirov (2016, pp.23-24), “it is the practical use of knowledge particularly in a specific area and is a way of doing a task especially using technical processes, methods, or knowledge. Furthermore, the usage of technology includes not only machines (computer hardware) and instruments, but also involves structured relations with other humans, machines, and the environment.”

Although Mcdougald definition focus more on the human resources, and Akobirov definition focus more on interaction between human being, machine as well as at the setting where they involve the machines, both definitions, focus on the use of scientific machinery to meet human purposes. Therefore, this work will adopt the definition by Mcdougald, because it is more related to the objective of the research paper.

1.1.2. ICT'S

In an ever-changing world of Videophones, mobile computing, blogs, Skype and OSS perhaps we should no longer just include the Internet, but leave the definition at contemporary devices (Mcdougald, 2009 p. 18). There are many definitions as to what is Information communication technology (ICT).

In one hand, a simple definition of ICT, is given by Mcdougald (2009, p.18), as the “use of information in order to meet human need or purpose including reference to the use of contemporary devices such as the Internet”.

Meanwhile, Sun and Emami (2013, p. 119), define, ICT, as “technological tools and resources which we can employ to communicate, create, disseminate and

manage information. Furthermore, these technologies include radio, television, computers, Internet, and social networks”.

The two points from above, clearer up that technology is all the available sources which makes the arrangements of the necessary tools to meet communication between humans beings.

Thus, a slight difference is that the last definition seems to be more complete to our reality, due to what is mentioned in terms of technological tools for meeting communication.

This work will adopt the definition provided by Sun and Embi (2013), because it contextualize the tools that a teacher can have access to develop student’s language learning.

After defining the term ICT, the coming subsection is going to clearer the term MALL (Mobile assisted language learning).

1.1.3. MALL

It’s believed that “mobile learning technologies allow users access to educational resources using mobile devices such as smart phones, notebooks, tablets, and so on, anywhere and anytime (Khubyari, and Narafshan, 2018, pp. 35-36).”

Being so, O’Malley (2003, cited in Khubyari, and Narafshan, 2018, p. 35), defines MALL as “any sort of learning that happens when the learner is not in a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies”.

Furthermore, MALL is “a teaching and learning methodology that uses mobile phones or other handheld devices with some form of wireless connectivity, such as phones, PDAs and tablets, among others (O’Malley, 2003, cited in Khubyari, and Narafshan, 2018, p.35).”

The similarities on the above definitions, is that all of the dfinitions show that MALL is a pedagogical technique that help the students get a comprehensive understanding of the content of materials in second language learning which can attracts students because of it’s challenging.

However, there seems to have a slight difference, because one is broader and another one is unlimited definition.

Even with similarities and differences, this research paper will adopt the definition by Khubyari, and Narafshan, (2018), due to its fullness of covering the aspects of pedagogical assistances for the process of language learning.

1.1.4. CALL (COMPUTER ASSISTED LANGUAGE LEARNING)

Computers has been the very first accessible technology that the 21st century has been taking profit, mainly in the field of language learning. Moreover, the drastic and far-reaching change in the way of thinking and behaving in terms of the internet and multimedia, computers has caused drastic changes in the way of teaching and learning process takes place in the EFL classroom.

According to Egbert (2005, cited in Naima, 2017, p.162) CALL means “learners learning language in any context with, through and around computer technologies”

Following Naima (2017) CALL is defined as “the area of applied linguistics concerned with the use of computers for teaching and learning a second language” Furthermore, the most succinct and ample definition is the one which consider CALL as “the search for a study of applications of the computers in language teaching and learning Levy (1997, cited in Naima, 2017, p. 162).”

Moreover, CALL is an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of the material to be learned, usually including a substantial interactive elements, (Jarf 2005, as cited in Rahnavard & Heidar, 2017).”

Looking at the above stressed points, it is seen that the similarities might be that all the definitions looks at CALL as an aid to language teaching.

The differences can be seen that one consider CALL, only as the search of applications study, while another ones looks at CALL as a fully tool to the process of language teaching.

Therefore, this research paper will adopt the last definition by (2005, Rahnavard & Heidar, 2017), because of its broader view.

In short, it is very important to be aware of the different terms involved in the use of technology in an EFL classroom, to make it clear for the uses when it comes to talk about them or discuss in an academic paper.

Having looked at the main terms of this study, the next section, will address its attention on the teacher's perceptions towards Technology in the classroom.

1.2. TEACHER'S PERCEPTIONS TOWARDS TECHNOLOGY IN EFL CLASSROOM

Technology can be used as an engaging, supplementary tool to foster vocabulary learning for English Language Learners, as the complexity of the issue relating it to the existing misperception and indecisiveness between technological and pedagogical manipulation of teaching activities. This section discusses the beliefs, understanding of the teachers in using technology in the classroom.

Thus, following Hazaymeh (2021), stresses that learning through technology, empower students to develop high scores of creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem-solving, decision-making and digital citizenship. Therefore, online distance learning can be flexible and suitable learning environment (Hazaymeh,2021,p. 503).

In the same line, Naima (2017), explores the status and Teachers' Perceptions of Technology Integration in EFL Classrooms at Chadli Bendjedid University, from this study it was concluded that technology offers: Interaction, immediate feedback, errors analyses, and reinforcement.

Clark (2013), conducted a study on The Use of Technology to Support Vocabulary Development of English Language Learners, this study found that teachers look at technology as an important tool which offers: motivation and engagement, potenciality in interartion, supporting students Independence and developing student's language skills.

Hence, the aforementioned scholars have practically reached the same results, all viewing technology as paramount to language teaching and learning and as a medium that has a positive impact on the process of language learning and the quality of language instruction.

Concretely, in our context, using technology is seemingly at the same view from the above claims, but many teachers can not use technology, due to the condition set at the countryside, where computers is rarely used, no electricity at all, and no any technology set at many schools of Angola. Due to lack of the conditions mentioned, teachers prefer to use traditional methods, such as flashcards, grammar translation methods, audio lingua lessons, direct methods and so on. Although many teachers do not explore technology due to lack of conditions, there still teachers who do not want to implement technology in their classes, these teachers prefer to use traditional methods in their daily teaching.

However, in what follows, the focus will be detailing technology as a factor of increasing motivation and engagement.

1.2.1. Technology Increases Motivation and Engagement

Technology can be used to motivate and engage English language learners' in the development of literacy and language skills. Much research is based on the premise that technology can help motivate students to be more engaged in reading, especially when they interact with the text using certain interactive technological tools. Technology including audio and video, cameras, software programs, and electronic learning programs can be used to enrich instructional activities.

Through the use of word processors, presentation software, multimedia, hypermedia, and the Internet, language learners can develop language and communication skills. By utilizing various kinds of technological devices, language learners gain a "sense of freedom, motivation, and encouragement they need for learning (Clark 2013, pp.21-22)".

Enjoyment is part of effective learning, thereby captivating learners' interest, increasing personal discovery, generating enthusiasm and the desire to learn thereby instilling an interest from within to improve the learners' motivation. Students love working with ICT and especially using ICT as an instrument to aid in the development of their language skills.

One way to increase motivation and engagement on students through technology usage is by using a video, where students watch it and make a summary of the story or predict the end of the video and so on.

For example a well equipped classroom and an interesting set of course content may increase the level of motivation for students, handing the material to the students via whatsapp or sites for them to look for certain contents based in the internet. Thus, virtual learning can be one way to motivate students to use and enjoy technology.

1.2.2. Interaction

Information and communication technologies have moved from being a marginal contributor to language learning and instead to being a part of transformative learning.

Technology changes the nature of classroom interactions because it alters the ways that information can be obtained, manipulated and displayed. Being so, students must go beyond being literate to being multi-literate because texts and literacy practices of daily life are changing at an unprecedented and often disorienting pace. Multiliteracies refer to the variability of making meaning within culturally diverse and increasingly networked global economies, societies, and political environments and the expansion of ways to making meaning in which text based linguistic components increasingly merge with graphic, audio, and spatial patterns. The features of print-based texts are elevated to new forms visually, audibly, and graphically. Technologies provide opportunities for learners to “interact with, interpret, negotiate, and make meaning of texts available, whether these are orthographic, audio, audiovisual, or visual texts”. (Clark 2013, pp. 33-34).

In addition, the computer is a beneficial instrument through which the interaction in the classroom can be effectively used. The computer can also help students-student interaction, student-teacher interaction, teacher-teacher (from other schools) interaction, school-school interaction and finally student, computer interaction (Naima, 2017, p.163).

By having the equipment of technology, students have opportunity to share and interact with others.

For example, for class interaction, the teacher play a story in video for his/her to students to watch and discuss. The students may either discuss in group, express their opinion on what was seen, comment on positive and negative points or invent a diferent ending. The teacher may also create a group on facebook or whatsapp specifically for his/her class and post topic for discussion, to discuss lesson or students to ask questions, for students to interact with the teacher outside the classroom and connect the students to one another.

In the next subsection, will address to technology as a supporting of indenpence.

1.2.3. Technology Supports Indepence

Technology supports the learner in gaining independence in its ability to expand the academic day beyond the time, place, and pace in which learning can occur. The expansion of time, place, and pace allows for the continual exposure and practice of literacy skills.

Self-access language learning is an aspect of electronic learning that has the ability to extend the normal learning constraints of the classroom. If the student feels confident in his or her ability to perform well on an academic task in a risk free environment, the student will more likely try to complete the task independently (Clark, 2013, p.29).

Flexibility has been a desirable aspect of the electronic learning environment and has the potential of increasing learner autonomy and proficiency. “Used in isolation or as an alternative to traditional teaching methods would be detrimental to language learning because a computer is just a computer and cannot operate or respond in a flexible manner to meet all learners’ needs ” (Clark, 2013, p.30).

As a concrete example, students may download a dictionary to improve their pronunciation through listening to it, to check the meaning of the words, thus, its advantage is that this dictionary is cheaper than buying the physical one.

In fact, technology is increasingly popular because educators can manipulate time, place, and pace in more of a flexible way. Concretly, it is worth mentioning here

that the teacher may forget to provide feedback but, on the contrary, the computer will never do, because the computer can provide immediate notification that an error has been made, the computer can identify specific errors and explain them. Furthermore, clear error messages may help most students to achieve satisfaction of reaching the correct answer at the end. After having looked at technology as a supporting of student's Independence, the next subsection addresses to technology as a developer of student's language skills.

1.2.4. Develop Language Skills

Educational technology can help English Language Learners develop speaking, writing, listening and reading skills, Students need to know-how to read online texts and is not always taught separately at school even though reading a text online requires different skills than reading printed text. Many traditional print-based reading habits support reading texts online, however, more is involved in reading electronic material, like being able to manipulate text or graphics in a manner that is effective and appropriate. Online reading helps facilitate interaction between readers and texts thereby enhancing comprehension and building critical literacy skills (Clark, 2013, p.37).

In addition, technology provides:

- ❖ Both teachers and students with authentic and original inputs that could improve the quality of EFL teaching and learning.
- ❖ It boosts students' motivation especially when it brings fun to the classroom.
- ❖ It encourages communication and collaboration in the classroom;
- ❖ It may also boost students' self confidence especially if they are familiar with technology use.
- ❖ It offers a sort of enthusiasm for students.
- ❖ It raises students' autonomy and allows them to learn freely and anywhere.
- ❖ The internet can deliver instantaneous and genuine access to the target language (Naima, 2017, p.).

In fact, generally, speaking, technology offers many ways to enhance language learning as well as teaching/learning framework in different ways due to the huge authentic material that has opened up the language classroom to the outside world.

In our context, in one hand students, can have offline Apps, like “English for Kid” (on the phone, Tablets....etc), to learn pronunciation, to do written exercises, or observing images. In another hand, students can download, texts to read, audio to listen to. Teachers can also create whatsapp groups, and enhance students to message áudio.

This section has discussed about the teacher’s belifes on technology usage, from many points, it can be concluded that technology offers many advantages in the process of teaching and learning. However, by using technology, students may Increase their motivation and engagement, students may increase their potenciality in interartion, and technology may supports students Independence and develop student’s language skills.

Having discussed about the teacher’s perceptions towards technology, the coming section addresses to the challenges in using technology in the classrooms.

1.3. CHALLENGES TEACHERS MAY FACE IN USING TECHNOLOGY IN AN EFL CLASSROOM

Teachers face many challenges as they attempt to integrate technology into their classrooms. What are some of the challenges that may face teachers as they attempt to integrate technology into their classrooms?

Many researchers have discussed the challenges of using tchnology, for example,a study conducted by Muslem, Yusuf and Juliana, (2018), found that the main challenges that teachers face in using ICT in the EFL classes might be as follows: (1) inadequate time that they have to integrate technology in their teaching (2), ICT tools and techniques at school are accessible but still limited (3) problem of low Internet connection. Thus, this leads many techers to wast their time to prepare their own tools, bring their laptop, small projector, set of loudspeaker and any kind of cables in their own.

Second, Ghavifekr, Kunjappan, Ramasamy, Anthony (2020), conducted a study on Teaching and Learning with ICT Tools: Issues and Challenges from Teachers' Perceptions, this study concluded that the main challenges of using technology might be as follows: limited accessibility and Network connection, school with limited technical support, lack of effective training, limited time, and lack of teachers' competency.

The similarities from the above lists, is that both authors assume that the main challenges of having technology in EFL classes is in skills of using technology to both teachers and students, access of technology at schools to the all agents of the process of teaching and learning, and problem of low Internet connection.

In general, in Angolan context, teachers do not have training in how to use technology in EFL classes. For example :students from EFP and ISCED, being trained to be teachers, do not have any topic related to technology in their programme or syllabus, students have computers science lessons but these session are more related in using Word, and Excel programs. Therefore, school board, should implement ICT's in the classroom, or the use of technology into the programme of teachers training, to assist trainnee's with methodology sessions on using technology to assist language learning.

In one hand, there is no motivation from the ministry of education to motivate teachers to use technology, that's why ICT has been neglited in the classroom.

In other hand even teachers engaged in the professional teaching, do not benefit any training on using technology to assst language learning. Consequently, the use of technology to assst language learning is a mere iniciative of teachers, and they have to use their own materials (for example: computers, projectors, and others means of technology). Therefore, teachers prefer laying on traditionals methods because of these challenges.

Being so, the following subsection will adress to the limited accessibility and network connection.

1.3.1. Limited Accessibility and Network Connection

Several research studies indicate that lack of access to resources, including home access, is another complex challenge that prevent teachers from integrating new technologies into education. Various research studies indicated several reasons for the lack of access to technology.

For example, Ghavifekr, Kunjappan, Ramasamy; and Anthony, (2020, p.42), argues that “the inaccessibility of ICT resources is not always merely due to the non-availability of the hardware and software or other ICT materials within the school. It may be the result of one of a number of factors such as poor resource organization, poor quality hardware, inappropriate software, or lack of personal access for teachers.”

The challenges related to the accessibility of new technologies for teachers are widespread and differ from country to country. Furthermore, lack of access is the largest barrier and that different challenges to using ICT in teaching is due to for example: lack of computers and a lack of adequate material. Similarly, there are some infrastructure barriers such as broadband access not yet being available, lack of broadband Internet access, insufficient unit of computers, insufficient peripherals, insufficient numbers of copies of software, and insufficient immediate Internet access, and insufficient computer resources are one of the greatest impediments to technology integration in the classroom.

In addition, the barriers in using technology in the classroom are many and include, among others, resource limitations, teacher knowledge and skills, and teacher attitudes and beliefs resource barriers might be overcome with an increasing number of computers and software applications and faster, more reliable networks in schools. (Hew and Brush,2007, cited in Naima, 2017,p. 166).

In the Angolan context, technology is a big problem due to the lack of many resources, for example the price of the internet is very expensive, lack of eletricity in some areas of Angolan’s schools, so computer (P.C, AIPADS, TABLETS...) smart-phones and others valuable technology are not easy to have them. Therefore, the lack of having these tools or resources it delays or limits the use of technology in EFL classes.

In fact, teachers and students need to have access to a computer and good internet connection to run the technology. This fact can be an obvious challenge, for lacking an access to a good internet connection and computer facilities remains a well-noted issue at many schools. To deal with this situation, requesting a related Network Administration Team of a school or university to provide a free high-speed internet Wi-Fi within its area can be a possible solution. Importantly, if sufficient computer facilities assisted by technical support are available at schools, teachers would be inspired to use CALL actively in their classrooms. The following subsection, addresses to the school with limited support.

1.3.2. School with Limited Technical Support

Technical faults might discourage them from using ICT in their teaching because of the fear of equipment breaking down during a lesson.

Without both good technical support in the classroom and whole-school resources, teachers cannot be expected to overcome the obstacles preventing them from using ICT one of the top barriers to ICT use in education is lack of technical assistance. Technical problems are believed to be the major barrier for teachers. These technical barriers includes waiting for websites to open, failing to connect to the Internet, printers not printing, malfunctioning computers, and teachers having to work on old computers. (Ghavifekr, Kunjappan, Ramasamy and Anthony, 2020).

Furthermore, “Technical barriers impedes the smooth delivery of the lesson or the natural flow of the classroom activity”. Ghavifekr, Kunjappan, Ramasamy and Anthony, (2020, p. 42) argues that ICT support or maintenance contracts in schools that can help teachers to use ICT in teaching without losing time fixing software and hardware problems.

In addition Mali (2016), states that, policy-makers must be committed to ensuring the availability and easy access to the internet connection, supporting hardware, and software in all schools and introduce computer technology that can support their schools. That’s to let “the teachers feel sure whether to use online or offline technology because it is not a matter of infusing a course of study with the latest and the most sophisticated educational technology but is more on utilizing

technology that suits unique needs and interests of teachers and students (Mali, 2016,p. 22).”

Lack of computers room, network access, and others ways to use technology for the process of language learning affects technology usage. When there is lack of technical support available in a school, it is likely that technical maintenance will not be carried out regularly, resulting in a higher risk of technical breakdowns” What is more, ICT integration in teaching needs a technician and if one is unavailable the lack of technical support can be an obstacle.

1.3.3. Lack of Effective Training

Recent research found that the main problem with implementing new ICT in education is the insufficient amount of in- service training for teachers and limited teacher training in ICT use.

The issue of training is certainly complex because it is important to consider several components to ensure training effectiveness.”These are time for training, pedagogical training, skills training, and an ICT use in initial teacher training” (Ghavifekr, Kunjappan, Ramasamy, and Anthony, 2020, p.43).

Moreover, lack of specific technological skills is a common reason teachers give for not using technology. However, those teachers who take the opportunity to build skills through professional development activities are much more likely to integrate technology into their teaching than those who do not. Therefore, the knowledge and skills teachers need to be able to use technology in the classroom goes beyond understanding what functions are under the menu items and what buttons to click on ”. (Hew and Brush,2007, Mueller, 2008, cited in Naima, 2017).

Using technology effectively to promote student learning means thinking about effective learning strategies and effective classroom management. Teachers are faced with challenges and barriers all the time. Technology’s place in society causes teachers to consider the implications for them in their role as educator and as lifelong learners themselves. “The constant challenge for teachers is to draw upon their continually developing knowledge and skills about what to teach and

how to teach. Technology is just one, but an important, consideration in that equation” (Akobirov, 216, p. 28).

One of the most serious challenges facing EFL teachers in the 21st century classrooms is how to meet the expectations and needs of today’s’ learners who grew using and breathing technology. Therefore, “the use of technology in teaching becomes more important in present times because teachers also have to keep with the technological knowledge of their students” (Richards, 2014 as cited in Naima, 2017, p. 164). Furthermore, “teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills” (Ahmadi, 2018 p. 117).

Teachers training may be one of the main focus on using technology, instead of just maintaining the same seminars, schools boards, should train teachers to use technology in the classroom. For example, most focus is on lesson planning, I think, the ministry should design others projects, like workshops in ICT, training teachers to explore ICTs in order to assist the process of language learning.

The challenge most frequently referred to in the literature is lack of effective training when there is not enough training opportunities for teachers in using ICTs in a classroom environment there will not have initiatives to use ICT in the classroom. One example is of teachers working in the countryside where few opportunity on using ICTs is found, in those places, teachers go through many challenges, for example lack of electricity, computers room.

1.3.4. Limited Time

Several recent studies indicate that many teachers have competence and confidence in using computers in the classroom, but they still make little use of technologies because they lack the time. A significant number of researchers identified time limitations and the difficulty in scheduling enough computer time for classes as a barrier to teachers’ use of ICT in their teaching.

According to Sicilia (2005, cited in Ghavifekr, Kunjappan, Ramasamy, Anthony 2020 p.43), the most common challenge in using technology is the lack of time teachers have to plan technology lessons, explore the different Internet sites, or look at various aspects of educational software.”

Furthermore, the problem of lack of time exists for teachers in many aspects of their work as it affects their ability to complete tasks, with some of the participant teachers specifically stating which aspects of ICT require more time. “These include the time needed to locate Internet advice, prepare lessons, explore and practise using the technology, deal with technical problems, and receive adequate training” (Gravifekr, Kunjappan, Ramasamy, and Anthony, 2020, p. 43).

Schools boards should create conditions for language laboratory, to avoid constraints, when teacher want to use technology.

For example, there are teachers who work at the countryside, where the net access is very difficult, they have 3 period of an hour per lesson weekly, from this time they have to accomplish the program, plus the assessments, and many tests, thus this,makes the teachers to continue in using traditional methods.

1.3.5. Lack of Teachers’ Competency

Another challenge directly related to teacher confidence is teachers’ competence in integrating ICT into pedagogical practice. Current research has shown that the level of this barrier differs from country to country.

In the developing countries, research reported that teachers’ lack of technological competence is a main barrier to their acceptance and adoption of ICT. Furthermore, in many countries, for example, teachers’ lack of technological competence has been cited as the main barrier. Concretly lack of ICT skills is a serious obstacle to integration of technologies into science education

Teachers’ lack of knowledge and skills is a serious obstacle to using ICT in schools. Many teachers still choose not to use ICT and media in teaching situations because of their lack of ICT skills rather than for pedagogical/didactics reasons while in other countries, “teachers’ ICT knowledge and skills is not regarded any more as the main barrier to ICT use (Ghavifekr, Kunjappan, Ramasamy, and Anthony,2020).”

Hence, lack of teacher competence may be one of the strong barriers to integration of technology into education. It may also be one of the factors involved in resistance to change. Thus, technology is a powerful and flexible learning tool

that is needed and desired to encounter globalization challenges, advance a country's economic status, and motivate and assist students in learning. In a listening class, for example, teachers can use computers and the Internet to find rich sources of authentic oral models.

Moreover, it should be noted that among the many factors that affect the success of technology usage in language classrooms apart from the teachers' knowledge of education is their attitude towards its use. Teachers' attitudes, then, is pivotal in whether they welcome technology as an integral tool in their teaching practices or they reject it.

In fact, language teachers are invited to build computers skills and use technology in EFL classes. Therefore, it is a must for foreign language teacher candidates themselves in many teacher training programs, because teacher's knowledge of technology is important in the classroom.

In general, It is important that technology coaches are aware of those challenges, understand the implications of those challenges, and be able to generate answers to the challenges.

In short, it can be concluded that teachers face many difficulties when dealing with technology, such as: limited accessibility and Network connection, school with limited technical support, lack of effective training, limited time, and lack of teachers' competency which can affect the implementation of ICT in their everyday teaching practice.

After having discussed about the challenges teachers may face when using technology, in the coming section it addresses the strategies in using some tools to assist language learning through technology.

1.4. STRATEGIES IN USING TECHNOLOGY TO ASSIST EFL LEARNING

The previous section has discussed about the challenges teachers may encounter in using technology in EFL classes, thus, this section will discuss the different ways to use tool in EFL classes, being so, let us start discussing the use of video in the coming subsection.

1.4.1. USING VIDEOS

Video materials and films greatly contribute to understanding of another culture and mentality. Video materials show the students how people behave in the culture whose language they are learning by bringing into the classroom various communicative situations. Watching videos in class should not just be a passive activity. The tasks in which the teacher should involve the students should include the four skills: reading, writing, speaking and listening.

As Ismaili (2016, p. 4), points out, the Internet, with its multimedia capabilities and interactive functions, as an attractive medium to conduct instruction, increases student motivation, authentic language, and global awareness as reasons for its use in language learning”.

In addition, the use of video materials has plenty of advantages such as stimulating student’s autonomy and proactivity. When teachers bring video materials into their English classrooms, students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials. Therefore, they could employ their autonomy in language learning. While viewing the video materials, students can put themselves in the vivid atmosphere created by the video materials and understand the pragmatics of the language used by the characters ” (Ismaili, 2016, p. 4).

In fact, video is one of the tools that can be used in language teaching and learning. Furthermore, Videos increase oral comprehension, stimulate student interaction and communication with other classmates, promote cross cultural awareness and are adaptable for use with students at any English language proficiency level.

In real practice, with video students can see beyond the classroom, meaning that with video they can learn better the way other people communicate. Furthermore, with video students can create something enjoyable that will remain in their memory. Therefore, by using video students cannot only hear language being used but they can also see the language being used with more illustration, **(See Appendix C for an example on how to use video in the classroom).**

Having looked at the use of video, let us have a look on using smart phones in the coming subsection.

1.4.2. USING SMART PHONE

Cell phones provide an active environment of language learning for students to learn English independently. "Facilitating users' vocabulary retention, reducing students' learning difficulties and enhancing learners' performance comparing with traditional teaching strategies " (Liu,2016, p.132).

Research suggest that mobile phones are useful learning tools which can support language learning and teaching. Furthermore, In traditional language teaching, it is difficult for students to learn language anytime and anywhere. However, "Mobile phones are optimal for students to learn language ubiquitously " (Cavus & Ibrahim, 2009; Chinnery, 2006; Liu & Chen, 2014 cited in Naima, 2017).

Through smartphones people can obtain many useful and practical applications including music, books, movies and TV shows, news and magazines, games, viber, skype, gmail, WhatsApp, facebook, photoshop, instagram, dropbox, dictionary and so on. These features of mobile technology are becoming more and more popular in different parts of life, because the term smartphone involves mobile phone has more developed functions (Güdücü,2016, p. 5).

"Smartphones seem to influence learning and teaching the English language, and therefore they should be integrated with the improved Mobile-Assisted Language Learning (MALL). They can be classified as complementary educational tools to improve learners skills in a various ways Smartphones are also appropriate for some learners who are accustomed to learning with real-life tasks because mobile-based learning or smartphone-based learning may provide real-life (i.e. authentic) tasks for learners (Bromley, 2012 Cochrane and Bateman, 2010; Sandberg and Maris, 2011, cited in Güdücü,2016 p. 8).

According to Khubyari and Narafshan (2018, p.35), students can have in their smart phones learning resources and course activities as if they were connected to the network through a computer with a wired or wireless broadband link, in addition to native functionalities of smart phones.

Smartphone is a kind of mobile phone that is rapidly changing and improving continuously. Thus, learning via mobile phones offers various learning environments and opportunities to learn because it has different types of characteristics like connectivity, portability, usability. Therefore, students can have opportunity to learn English everywhere and at everytime.

As an example is that teachers or students can install some apps, or dictionaries which can offer many applications, like building vocabulary on different categories such as (Fruits, food, travelling), by having these apps, students will build their vocabulary everyday.

The coming section is addressing to the use of CALL (Computer Assisted Language Learning).

1.4.3. USE OF (CALL) IN ENGLISH LANGUAGE LEARNING

Computer-assisted language learning (CALL) is an approach to teaching and learning in which the computer and computer-based resources such as the Internet are used to present, reinforce and assess material to be learned. It usually includes a substantial interactive element. It also includes the search for and the investigation of applications in language teaching and learning (Mili, 2010).

Therefore, this subsection will give a brief overview of how CALL can be used for the purpose of language learning and teaching. The use of CALL can be seen in different approaches, techniques or strategy, in the coming subsection it addresses in using computer as drill and practice.

1.4.2.1. Computer as Drill and Practice

In this use of CALL, computers are viewed as a tool for saving time with the immediate feedback. The main aim of Drill and Practice is to review the content / background knowledge, and to assist the learners to master separate language skills (such as reading, listening, etc.) There are several types of drill and practice activities (exercises) (Mili, 2010, p.6).

As an example, some activities might be as follows: Paired Associate (Matching); sentence completion; Multiple Choice; Part Identification; True-False; and ShortAnswer questions.

1.4.2.1. Computer as Tutor

The role of the computer as tutor is to present to the learners the content of the lesson as text graphics, video, animation, or slides, including learning activities, drills and practice. The computer serves as a means for delivering instructional materials. The program consists of the following stages: Introduction stage (stating aims, background knowledge), Presentation of the content, exercises and/or testing; and Giving the feedback (Mili, 2010, p.6).

A single classroom computer can be used effectively, as a presentation tool for a production of students work. With the incorporation of technology, into schools, the main purpose is to change how teachers and students, analyse, present and transmit information, This can democratize information in classroom as well as differentiate instruction. For example the teacher set the computer to introduce the theme as well as the contents, with an objective of cooperative learning tool and an in-class information resource

1.4.1.3. Computer as Game

The main principle behind computer gaming is that "Learning is Fun." The main aim is to create a pleasurable learning environment, and to motivate the language learner. However, good educational games should have clear educational objectives. CALL games and simulation games are similar in that both are designed to motivate students to learn through entertainment. However, they are different in certain ways. Simulation games always use simulations (real life situations) in the presentation of a game, while CALL games focus on providing fun, but challenging environment to the learner " (Mili, 2010, p.6).

Games encourages the critical thinking of the students, promotes key social skills like leadership skills, and improve patience and decision making abilities. A very suggested game that can be played in the classroom as a game computer based learning is bingo. The teacher set the games, the rules of the games and rewards for the winners.

1.4.2.4. Computer as Tool for Teachers and Learners Word Processors

The most common tool used by teachers and learners in CALL is probably word processors. As pointed by Mili, (2010, p.7), "Word Processors are tools for creating documents for making handouts, sheets, desktop publishing, letters, and flyers for language teaching and learning.

In the same way, In word processors we can find spelling checkers, grammar checkers, concordances, and collaborative writing. Therefore, all of this program ranges from high quality programs such as Microsoft Word, Coral Word Perfect, and Claris Words.

a)- In Spelling Checkers: is a program that teachers and learners can Install for conducting spelling check in the process of teaching and learning.

There are many programs which can spell words, teachers need ot install the available program according to the oficial language, to easy the process of the students and to take profit of it program.

b)-Grammar checkers: ELT teachers can use grammar checker programs to check and point out grammatical problems in writing. These grammar checkers still have limited abilities and are intended for native speakers. So they are not recommended for ESL/EFL learners since they may be confusing

For example grammar checkers can be a separate program such as Grammatik or built-in programs such as the Grammar Check in Microsoft Word.

c)- Concordances: Teachers and students can use concordance software to search in huge databases to find all the uses of particular words. It might be confusing for ESL/EFL beginners.

In practiice can search for the best concordance for ELT teachers and students which might be *Oxford Micro Concord*. The software includes an amount of many words, from from British newspapers or ditionaries.

d)-Collaborative Writing: in collaborative writing the software is useful because it can help the learner to write collaboratively on computers" (Mili, 2010, p.7).

In general, word-processing programs transform the computer into a sophisticated and flexible writing aid that can improve learners' writing skills and their attitude toward writing.

Furthermore, in a collaborative writing, teacher can bring a brainstorming activity to make the students have and run of many words, and a dictionary

As an example is: make learners to learn how to start a word processor, learn how to delete and insert a letter, a word or a larger chunk of text, learn how to save text, print a text, moving words, lines, sentences, etc. around.

1.4.2.5. Internet Applications

Computers can be connected to the internet and can incorporate interactive multimedia: text, graphics, audio, video, and animation. It can be said that the explosive growth of the internet has given new life to interactive media and CALL. It is expected that the internet will become one of the most popular mediums for CALL because it allows for world-wide distance education. The followings are internet applications that ELT teachers can use for language learning.

Electronic mail (E-mail) E-mail is an excellent method for teaching interactive writing. Computer-mediated communication makes it easy for ELT students to have direct authentic communication with the teacher, other learners or interested people around the world by using e-mail (Mili, 2010,p.7).

E-mail writing is considered to be more personal and meaningful than classroom writing activities. One of its advantages of E-mail writing is that it provides interaction with native speakers through pen-pal correspondence. For example, teacher can teach or motivate his/her student to write emails to their peer or classmates.

File Transfer Protocol (FTP): The File Transfer Protocol (FTP) is a facility for transferring files over the internet. ELT teachers can use FTP to download or up download files such as software programs, texts, images, sounds, videos (Mili, 2010,p.7).

World Wide Web (www): Computer networks allows the connection to information around the world, and share millions of documents— texts, graphics, sounds, and video via hypertext keywords or links, (Mili, 2010,p.7).

Learners can find information which suits their own interests and fields of the study. The teacher and learner can search for the following materials on www.com. One example is <http://www.englishinaction.com/>.

Another example is that, the web can now do e-mail, ftp, chat and voice chat, desktop conferencing, and MOOs (Multiple-user-domains Object Oriented), which allows for real time communication

Thus, it can be said that, the implementation of computer-assisted language learning (CALL) has provided tremendous opportunities for language teachers to promote their computer literacy and adopt a learner-centered approach to teaching.

This section has discussed the strategies in using technology to assist language learning in EFL classes, from this section it can be concluded that from the varieties resources available of technology teachers can use videos, use smart phones, and computers to vary different activities into the classroom.

This chapter, has discussed the use of tecnologia in EFL classes, from it, the following conclusions are drawn:

First, Technology is the process of using scientific, material and human resources in order to meet human need or purpose.

Second, from several perspectives, beliefs on the integration of technology in the classroom, it was found that technology may Increases students' motivation and engagement, students may increase their potential in interartion, technology may supports students Independence and develop student's language skills.

Third, in case of many challenges teachers may encounter when dealing with technology in the classroom, the main challenges teachers may face are as follows: limited accessibility and Network connection, school with limited technical support, lack of effective training, limited time, and lack of teachers' competency.

Fourth, there are many ways in using technology in EFL classroom, concretely, from the varieties of technologies teachers may use videos, smart phones, and computers to assist the teaching and the language learning process in EFL classes.

CHAPTER TWO: RESEARCH METHODOLOGY

CHAPTER TWO: RESEARCH METHODOLOGY

The previous chapter has reviewed the literature on using technology in an EFL classroom at "Complexo Escolar nº 1841 Madre Trindade - Lubango." From the previous chapter, it is concluded that:

First, technology is the process of using scientific, material and human resources in order to meet human need or purpose.

Second, as for the integration of technology in the classroom, it was found that technology may increase students' motivation and engagement, students may increase their potential in interaction, and technology may support students' independence and develop student's language skills.

Third, the main challenges teachers may encounter when dealing with technology in the classroom, are as follows: limited accessibility and network connection, school with limited technical support, lack of effective training, limited time, and lack of teachers' competency.

Fourth, from the varieties of technologies teachers may use videos, smart phones, and computers to assist the teaching and the language learning process in EFL classes

The present chapter, is going to present the main results collected with the research instruments used.

2. Research Methodology

This section describes the research methodology used for data collection in order to answer the following questions: (1) what are the teacher's perceptions towards technology in the classroom at "Complexo Escolar nº 1841 Madre Trindade Lubango"? (2) What are the challenges do teachers face when using technology in an EFL classroom at "Complexo Escolar nº 1841 Madre Trindade - Lubango"? (3) What are the strategies to use when applying technology to assist language learning in an EFL classroom at "Complexo Escolar nº 1841 Madre Trindade – Lubango"?

The present section is divided into 6 main parts: Research Context, Participants, Period of Study, Ethical Issues, Type of Research and Research Methods.

2.1. Research Context

The current study was carried out at “*Complexo Escolar nº 1841 Madre Trindade – Lubango.*” The school was founded in 2017 as it is in the “Decreto executivo conjuntivo nº 30/017 de 05 /06.” The school is located at Huila’s province, in the central municipality (Lubango), with 24 rooms with 48 classrooms. The school works in two periods (morning and afternoon), with the capacity of 36 students in each room with a total number of 1728 students enrolled in each academic year. In addition, each teacher has 3 tuitions per week in each class and the coursebook used is Inglês (*published by Porto Editora, 2010, 2nd ed.*), Step-by-step 1st edition, Get Ahead 2nd edition, and other complementary materials.

Having looked at the research context of the study, we are now moving to the other section which is about participants.

2.1.1. Participants

The participants of this study consisted of 4 EFL teachers and the coordinator of the subject. We have worked with all teachers of English, from the institution where, the study was conducted. Meaning that, selecting a representative sample is important for making use of the findings of a study outside of the confines of the study. This is because the degree to which the results of a study can be generalized to a target population is the degree to which the sample adequately represents the larger group, the degree to which a sample represent a population is determined by the degree to which the relevant attributes in the target population are found in the sample. Furthermore, few or reduced number in conducting a research study can represent a large population, since they can provide reliable data that reflect a probability of the representative population of a certain conducted study (Perry 2008, and Kumar, 2011). Therefore, students were not included, because the research question are more related to teaching.

2.2. Period of Study

This research study was planned in January 2022. After designing the research instruments that is at the end of February in 2022. In order to find whether the instruments were good, understandable enough to collect the required information for the study and manageable in terms of time, it was necessary to go through a piloting phase, by using one teacher from ISCED-HUILA. Hence, and after going through this

process, the research instruments were officially applied in the end of April 2022. The subsection below addresses the ethical issues

2.3. Ethical Issues

During the data collection process some ethical issues were taken into account. It means that, the participants' availability, informed consent, confidentiality, non-maleficence and voluntary participation were observed to guarantee the ethics. This means that no one was forced to participate on the study, we did not pay any participant to answer the research tool. The following subsection focuses on the research design.

2.3.1. Research Design

This research is descriptive, as stated by Kothari (2004, p.37) a descriptive study, is any study solely based on depicting or reporting the nature of a specific phenomenon as it is rather than how it should look like. We intend to describe how teachers of English use technology, the problems teachers find at "Complexo Escolar nº 1841 Madre Trindade – Lubango."

2.3.2. Type of Research

Both quantitative and qualitative might be used to collect data. Thus, in this research, qualitative and quantitative data were collected with the used instruments. Meaning that, observation and survey tools are often used to gather data (Gall, & Borg, 2007, as cited in Nassaji, 2015, p. 47). This study is quantitative because we use questions, the results are presented in numbers. The study is qualitative because the results or data will be presented in tables.

The coming subsection looks at the methods used to gather the information.

2.3.3. Methods

Methods are part of any research study and this was not an exception within this study as they gave credibility and consistency to the collected data. Specifically, for this research tools were used: Teacher Questionnaire and Coordinator Interview survey. Questionnaires allow researchers to gather information from fewer or large number of people at the same and little time, while an interview allows respondents to express their opinions and/or viewpoints (Mack & Gass, 2005, Kumar, 2011). What is more, questionnaires allow the researcher to gather information in an objective, precise and efficient manner (Richard & Schmidt, 2010, p. 478);

2.3.4. Teacher Questionnaire

This subsection describes the way in which the teachers' questionnaire was designed. Therefore, it is important to mention that all the four (4) teachers have completed it and the taken steps are presented below.

2.3.5. Design of Teacher Questionnaire

In this subsection we present how the Teacher Questionnaire was designed. This instrument was designed based on the research questions of this work and before its official application it was piloted by one teacher from ISCED-Huíla. During the pilot stage, it was suggested that the following questions should be changed: (1) *Where have you been trained to teach English Language? (Please circle your option)* (2) *What is your academic level? (Please circle your option)* These questions were changed to: (1) *where have you been trained to teach English? (Please tick (✓) your option)* (2) *What is your academic level? (Please tick (✓) your option).*

After some changes and making sure the questionnaire was clear and understandable, the final version was completed. (See appendix A for teacher's questionnaire) final version.

2.3.6. Procedures

The questionnaire was administered to 4 EFL teachers from “*Complexo Escolar nº 1841 Madre Trindade – Lubango*”. Confidentiality and discretion were assured, since none of the respondent had to provide their bibliographical data. They have agreed to return it soon. Therefore, all of the respondents returned the questionnaire approximately after 1 hour. We got in agreement with teachers through a phone call, we set the time to meet to answer the research tools. The following subsection looks at the coordinator's interview.

2.4. The coordinator's interview

This subsection aims at describing the design of the coordinator's interview and the procedures followed.

Piloting is a “critical stage in order for the research to have a high level of validity”. (Gass, & Mackey, 2012, p. 79). In this phase we carried out a piloting stage to help us to structure it well and we made possible changes which allowed us to reach at the appropriate and suitable questions.

Therefore, the coming subsection describes how the coordinator's interview was designed.

2.4.1. Design of Coordinator's interview survey

This subsection presents how the interview of the coordinator was designed. Similarly, this instrument was designed basing also on the research questions of this work and before its official application it was by one (1) of teacher from ISCED-HUILA, who help us structure it well and made some changes to reach the appropriate and suitable questions. As for the changes, the table was not well structured and well worded. The first draft the question were as follow: *(1) what is your teacher's perceptions towards technology in the classroom to assist efl classes? (2) What challenges do teachers of English at your school face when using technology in efl classes? (3)What strategies do teachers of English at your school use when applying technology to assist language learning in efl classes?*

These question were changed to: (1) what is your teacher's perceptions towards technology in the classroom to assist EFL classes? (e.g....) (2) What challenges do teachers of English at your school face when using technology in EFL classes? (3)What strategies do teachers of English at your school use when applying technology to assist language learning in EFL classes?

Specifically, we had to give the introductory parts for the questions: what are your perceptions about techonologt. (See Appendix B for the Coordinator's interview survey). The next subsection focuses on the procedures.

2.4.2. Procedures

Having finished all the adjustments of the coordinator interview survey, we have made some changes in terms of language aspects. The secretary of the school gave us the number of the coordinator and we got in contact with the coordinator through a phone call. Therefore, the coordinator returned the questionnaire after one hour. The following section looks at the results of the research (See Appendix B for the Coordinator's interview survey).

2.4.3. Research Results

The previous section described the procedures and the steps taken into consideration for conducting the research. The current section is going to present the main findings obtained from the research. The findings are presented through tables,

diagrams and graphs. Thus, let us start presenting the results of the Teacher Questionnaire Survey.

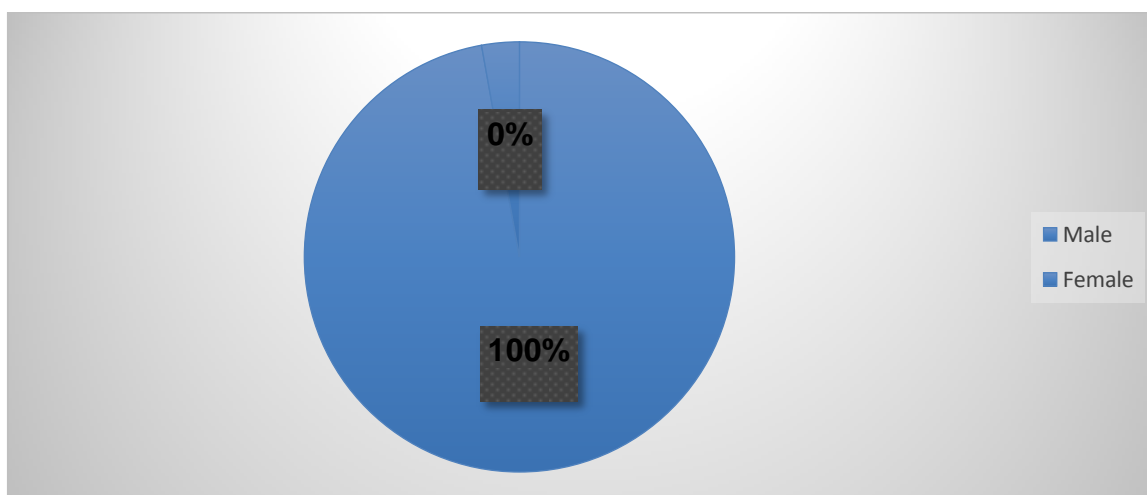
2.4.4. Teachers Questionnaire

This subsection is going to present and report the gathered information. To achieve it objectivity, 4 (four) EFL teachers, as it was mentioned before, have filled in the questionnaires. The teacher questionnaire consisted of seven closed-form questions and one open-ended question. The aim of the questionnaire was to obtain information from teachers to support our study.

Question 1: What is your gender?

The aim of this question was to know the gender of the teachers.

From the graph it can be seen that all of the 4 teachers are male



Graph 1: Teacher's gender

Question 2: How long have you been teaching English? (Please tick (✓) your option)

The aim of this question was to know the teachers' teaching experience

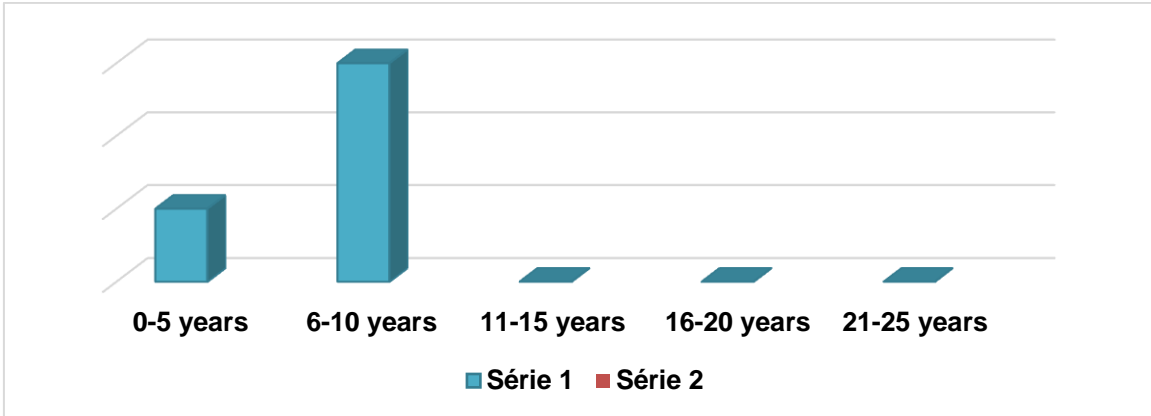


Table 2: Teacher's experience

From the available data it can be observed that (3) of the teachers's have been teaching English from 6 to 10 years while 1 of the teachers has been teaching English from 1 to 5 years.

Question 3: Where have you been trained to teach English? (Please tick (✓) your option)

The third question aimed at knowing the teachers' academic level

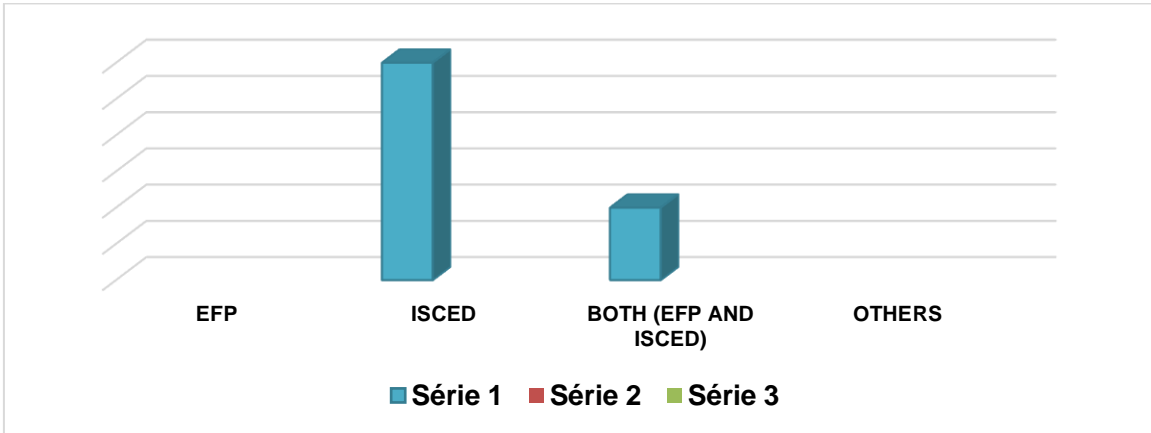


Table 3: Teacher's training school

From the table it can be seen that 3 of the teachers have studied at ISCED-HUILA, and only (1) teacher has studied at both institution.

Question: 4. what is your academic level? (Please Tick (✓) your option)

The aim of this question was to know the teachers academic level

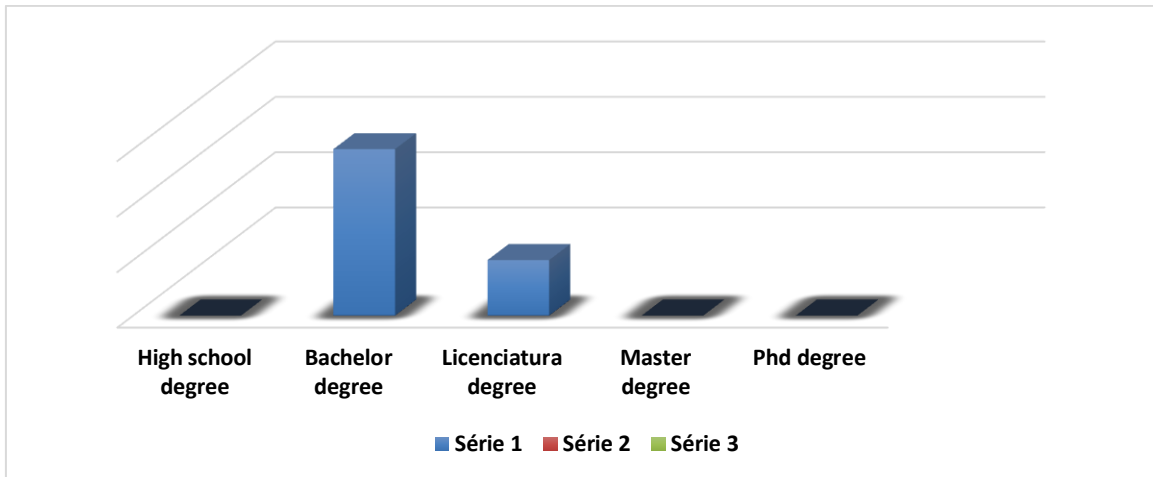


Table 4: Teacher's academic level

From the table it can be seen that 3 (three) teachers are bachelor and 1 (one) teacher has a licenciatura degree.

Question 5: What is your perceptions towards technology in English classes? (Please tick (✓) your option).

The aim of this question was to know the teachers' perceptions towards technology.

Perceptions		Not at all	Very little	Some what	Very much
a	Technology increases motivation and engagement	0	0	0	4
b	Interaction	0	0	0	4
c	Technology supports independence	0	0	0	4
d	Develop language skills	0	0	3	1

Table 5: Teacher's perceptions

Thus, from the table it can be seen that all of the 4 (four) teachers have pointed that Technology increases motivation and makes engagement, helps in Interaction, Technology supports independence very much, whereas 3 teachers have pointed that technology develop language skills.

6. What challenges do you face when using technology? (Please tick (✓) your option).

The aim of this question was to know the challenges teachers face when using technology.

Challenges		Not at all	Very little	Some what	Very much
a	Limited accessibility and network connection	0	2	0	2
b	School with limited technical support	1	0	1	2
c	Lack of effective training	1	0	2	1
d	Limited time	1	1	2	0
e	Lack of teachers' competency	2		2	0

Table 6: challenges

From the table it can be seen that (2) teachers have stated that technology is limited accessibility and network connection very much, others (2) teachers have stated that the challenges they face are that school with limited technical support very much, others 2 teachers have stated that the challenges they face are: lack of effective training, limited time and lack of teacher's competency.

7. What Strategies do you use when applying technology to assist English learning in your classes? (Please tick (✓)your option)

The aim of this question was to know the strategies teachers use when using technology.

Strategies		Not at all	Very little	Some what	Very much
a	Using videos	0	0	0	4
b	Using smart phones	1	2	1	0
c	Use of (CALL) computer assisted language learning in English learning	1	1	2	0
d	Computer as drill and practice	2	0	2	0
e	Computer as tutor	2	2	0	0
f	Computer as tool for teachers and learners word processors	2	2	0	0
g	Internet applications	0	0	2	2

Table 7: Strategies teacher's use

From the table it can be observed that 4 teachers have responded that they use videos very much, 2 others teachers stated that they use somewhat smart phones, computer as drill and practice and internet applications. 2 teachers use very little,

smart phones, computer as tutor, as well as well computer as tool for teachers and learners word processors. Thus, 2 teachers stated that they not at all use computer as drill and practice, computer as tutor, and computer as tool for teachers and learners word processors.

8. Please, fell free to add any comment, suggestions concerning the use of technology in an EFL classroom.

Thus, from the comments and suggstions we found the following:

1. The use of tecnology give us an effective learning of English, because, students learn more when they can see, “ Movies, Videos and so on....”
2. The use of technology society, is an important instrument that help learners and teachers to learn and teach English more easily.
3. Tecnology is useful due to some applications that can be used to assist the teaching, such as: sending videos, audios, through Whatsapp to students.

After going through the outcomes of the teachers’ questionnaire, the next section is going to present the results of the Coordinator Interview

2.4.5. The Coordinator Interview

This subsection displays the results collected with the interview applied to the coordinator. However, we wanted to have information about the use of technology in an EFL classroom. The results are presented in the table below.

Questions	Answers
1. What is your teacher’s perceptions towards technology in the classroom to assist EFL classes? (e.g: Technology Increases Motivation and Engagement; Interaction; Technology Supports Independence; develop Language Skills)	A: Technology may for sure increase motivation, and engagemen t when the topics are relevant and

	interesting to students
<p>2. What challenges do teachers of English at your school face when using technology in EFL classes? (e.g: Limited Accessibility and Network Connection, School with Limited Technical Support, Lack of effective Training, Limited Time, lack of Teachers' Competency).</p>	<p>A: Limited accessibility and network connection access in the majority of the school may affect the EFL learners learning process and as well as the teachers training short coming.....</p>
<p>3. What strategies do teachers of English at your school use when applying technology to assist language learning in EFL classes? (e.g: using videos, using smart phone, use of (call) in English language learning, computer as drill and practice; computer as tutor, computer as game, and computer as tool for teachers and learners word processors, internet applications)</p>	<p>A: In my school we use video sessions to motivate the English language learning and students motivations</p>
<p>4. Please, feel free to add any comment, suggestions, regarding the use of Technology to assist English Learning</p>	<p>A: The use of cell phones in</p>

	<p>the classroom may be allowed thus to improve EFL learning and language learning skills competence</p>
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Table 8: Coordinator's interview survey

9. Please, feel free to add any comment, suggestions concerning the use of technology in an EFL classroom.

- ❖ The coordinator reported that the use of technology is of great importance because it helps the process of teaching and learning.

Having presented the results from teachers and the coordinator's interview, the coming chapter is about analyses and discussion of the main results.

**CHAPTER THREE: ANALYSES
AND DISCUSSION**

CHAPTER THREE: ANALYSIS AND DISCUSSION

The previous chapter has made a thorough description of the methodology applied in order to collect data from teachers and students' questionnaire. The present chapter, however, seeks to analyse, discuss and compare the results with the ones referred to in the literature review. In order to achieve this objective, this chapter is divided into three main parts, the first one deals with the teacher's perceptions towards technology in the classroom, the second section discusses the challenges teachers may face in using technology, and the last section discusses the strategies in using technology to assist language learning.

3.1.1. Teacher's perceptions Towards Technology in the Classroom

This section discusses the different responses obtained from the teacher questionnaire and to the coordinator interview on the perceptions towards technology in the classroom. There are many beliefs on the use or implementation of technology in the classroom. It is very helpful to understand the view of several authors from different places that surround the use of technology. For example according to Hazaymeh (2021), is that technology, empower students to develop high scores of creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem-solving, decision-making and digital citizenship. Thus, for Naima (2017), technology offers: Interaction, immediate feedback, errors analyses, and reinforcement.

Thus, the results of the teachers reveals that all of the 4 (four) teachers points at Technology increases motivation and makes engagement, helps in Interaction, Technology supports independence very much, whereas 3 teachers points at technology develop language skills.

Therefore, the coordinator interview reveals that technology may for sure increase motivation and engagement when the topics are relevant and interesting to students.

Taking into considerations both results (teacher and the coordinators interviews), it can be seen that they both match on the sense that both group agree that technology increase student's motivation, and in this point, we can infer that the

teachers and the coordinator match because they can see the impact of technology on the students whenever they use it.

Netherless, teachers go behind on the impact that technology can bring in EFL classes, by stating that technology makes engagement, helps in Interaction; Technology supports independence very much and develop language skills.

From this comments it can be said that teachers might have been going further on exploring technology in the classroom. Therefore, it is necessary to equip and explore more the different use of technology usage. The school in question (Complexo Escolar Madre Trindade), has some condition which eases the process of teaching and learnig, such as projectors, sound system, in some rooms we can find computers, altoguh it should be good to have computers in all the rooms to make the process easier and quicker. With the mentioned conditions, it is possible for teahers to brng a video, and make students learn in an interesting and fun way.

For example: teacher can use a video on the computer to talk about fruits and vegetables. Students will enjoy it because they can see the fruits through the videos.

It can be concluded that the teachers and the coordinator believe that technology increase students motivation, technology makes engagement, it helps in Interaction, technology supports independence and it develop language skills.

Having discussed and analysed about the teachers perception's towards technology in the classroom, the coming section will discuss and interpret about the challenges of using technology in the classroom

3.1.2. Challenges Teachers may Face in Using Technology in the Classroom

After analysing and discussing about the teacher's perceptions towards technology in the classroom, this section discusses and interprets the results on the challenges teachers may face in using technology in the classroom.

Many researchers have discussed the challenges of using technology, for example, Muslem, Yusuf and Juliana, (2018), found that the main challenges that

teachers face in using ICT in the EFL classes might be as follows: (1) inadequate time that they have to integrate technology in their teaching (2), ICT tools and techniques at school are accessible but still limited (3) problem of low Internet connection.

Thus, this leads many teachers to waste their time to prepare their own tools, bring their laptop, small projector, set of loudspeaker and any kind of cables in their own. Furthermore, Ghavifekr, Kunjappan, Ramasamy, Anthony (2020), are of the opinion that the main challenges of using technology might be as follows: limited accessibility and Network connection, school with limited technical support, lack of effective training, limited time, and lack of teachers' competency.

The results from the teachers questionnaire, reveals that (2) teachers states that technology is limited accessibility and network connection very much, others (2) teachers states that the challenges they face are that school with limited technical support very much, others 2 teachers have stated that the challenges they face are: lack of effective training, limited time and lack of teacher's competency.

The coordinator interview reveals that the challenges on using technology are as follows limited accessibility and network connection access in the majority of the school affects the EFL learners learning process as well as the teachers training shortcoming.

In contrasting the similarities and differences on the both groups results (the teachers and the coordinator), is that the results are similar in the sense that technology is limited accessibility and network which affects the process of EFL students, as well as the teachers training shortcoming. Thus, the results differ on the aspect that teachers reported that they also face school with limited technical support and lack of effective training, limited time and lack of teacher's competency.

Thus, as an inference, from the encountered difficulties is due to lack of sufficient tools in order to get in engagement with technology in the classroom. Thus, this make teachers to make themselves in order to work out exercise to explore technology, which is a very nice tool to insert in EFL classes.

Therefore, to overcome these difficulties, schools board should promote seminars or workshops, on training teachers on the subject of computer skills, in order to make teachers aware on the use of different technology field, such as how to explore technology to assist English learning and teaching. For example the school board may invite teacher from higher institution, like (Teacher from ISCED-HUILA) to train teachers on how to use a projector, how to connect sound system with a computer, teachers may also use videos from Youtube to learn different social media skills to use technology. Teachers should use more videos due to the lack of internet connection at school. That is because many schools lack internet conditions. Therefore, to ease teacher's life, they can download videos at their home in order to overcome barriers with internet connection at schools.

To overcome limited time, schools board, must set rooms for each subject, where each subject has its condition on its room. For example in a room of English language, there might have computers, encyclopedea, and dictionary. Thus by having a specific room of each subject, it will facilitate teachers on time management.

From the discussion we have found the similarities and, we can conclude that the challenges teachers and the coordinator face in EFL classes is that technology is limited in accessibility and network, school with limited technical support and lack of effective training, limited time and lack of teacher's competency.

Having discussed about the challenges teachers and the coordinator face in using technology in the classroom, the coming section looks at the strategies teachers and the coordinators use to assist language learning.

3.1.3. Strategies in Using Technology to Assist Language Learning

The previous section has analysed and discussed the challenges teachers may encounter in using technology in EFL classes, thus, this section will discuss the different ways to use tool in EFL classes.

Many studies provide ample support for the assertion that the use of technology in language teaching/learning heightens learners' proficiency, raises their motivation and involvement in the classroom.

Thus, for Naima, (2017, p. 161) “Using technology as a learning tools has been proven effective for self-learning nearly anytime and anywhere, because the use of technology facilitates and improves the performance of the process of language learning”.

Furthermore, incorporating technology into the classroom, particularly among low-level learners, has also been shown to generate greater student autonomy and instill lifelong language learning skills (Akobirov, 2016, p. 30).

The results of the teachers questionnaire indicates that 4 teachers points that they use videos very much, 2 others teachers states that they use somewhat smart phones, computer as drill and practice and internet applications. 2 teachers use very little, smart phones, computer as tutor, as well as computer as tool for teachers and learners word processors. Thus, 2 teachers states that they not at all use computer as drill and practice, computer as tutor, and computer as tool for teachers and learners word processors.

Given the response of the coordinator, is that: In his school, teachers use video to motivate the English language learning and to improve student’s motivations. Therefore, looking at the results of the teachers and the coordinators is that both teachers use video as a strategy, to assist the language learning.

Why do teachers and the coordinators use video? For sure, it might be because video might be one of the way to entertain students and to make students to have the opportunity to see and practice in a more practical way. With videos in the classroom, teachers, can personalize instructions at a completely new levels. It is much easier to tailor video instructions to the needs of each individual student. Moreover, the reasons teachers and the coordianotor use more video it can be because video is easy to download, and one can have accessibility to download it, whereas in a smart phone or in a computer, one can find it in whatsapp groups (For example: IN TESOL ASSOCIATION GROUP, or even download it from Youtube channels.

By using smart phone, it can be inferred that teachers may find an easy way to send several exercises e.g. pdf format exercises, books, video, and application that students can have in their phones.

Computer and practice, can be used or are used because, the feedback are easier than others types of drills.

The similarities and the difference seen might be as follows: the first motive that makes teachers to use internet application in the classroom is because internet improve class community and it can facilitate the communication outside of the classroom. However, class websites or blogs can give students the ability to download assignments and materials, talk with other students and share their work.

Moreover, teachers may use smart phones and computer as drill and practice and internet applications although with low frequency.

As a conclusion, teachers and the coordinator use video, smart phones, computer as drill and practice, and internet applications.

Therefore, in this section it was discussed the strategies teachers use in the classroom.

This chapter discussed and analysed the main findings and we have reached to the following conclusions:

First, teachers and the coordinator at “Complexo Escolar nº 1841 Madre Trindade - Lubango” believe that technology increase students motivation, technology makes engagement, technology helps in Interaction, technology supports independence and it develop language skills.

Second, the challenges teachers and the coordinator face in using technology in the classroom at “Complexo Escolar nº 1841 Madre Trindade - Lubango”, is that technology is limited in accessibility and network, school with limited technical support and lack of effective training, limited time and lack of teacher’s competency.

Third, the strategies that the teachers and the coordinator at “Complexo Escolar nº 1841 Madre Trindade - Lubango” use are video, smart phones, computer as drill and practice, and internet applications.

CONCLUSION

Due to the lack of implementation of technology at schools and the training on the area of technology, using technology is still a problem in the curriculum. Thus, if the government implement technology in the curriculum, schools will be equipped by tools and technology will not be a gap both for teachers and for students.

This work investigated the use of technology in an EFL classroom at “Complexo Escolar nº 1841 Madre Trindade - Lubango.”

Therefore, this issue is dealt with in three interrelated chapters. Thus, the first chapter dealt with the literature review. The second chapter described the research methodology used on the research paper. The third and the last chapter dealt with the interpretation and discussion of the main findings of the research.

From the problem encountered, three research questions were formulated:

1. What are the teacher’s perceptions Towards Technology in the classroom at “Complexo Escolar nº 1841 Madre Trindade Lubango”?
2. What the challenges do Teachers face when Using Technology in an ELF classroom at “Complexo Escolar nº 1841 Madre Trindade - Lubango?”
3. What are the strategies to Use when Applying Technology to Assist Language Learning in an EFL Classroom at “Complexo Escolar nº 1841 Madre Trindade – Lubango”?

To attempt to answer the research questionnaires were used to gather data, designed in the light of the topic under investigation and supported by the information provided the existing literature review in chapter one.

Therefore, the results of the study led us to the following conclusions:

1. Technology should be explored more, due to its usefulness to assist English language learning in the classroom.
2. Teachers and the coordinator at “Complexo Escolar nº 1841 Madre Trindade - Lubango” believe that technology increase students motivation, technology makes engagement, technology helps in Interaction, technology supports independence and it develop language skills.
3. The challenges teachers and the coordinator face in using technology in the classroom at “Complexo Escolar nº 1841 Madre Trindade - Lubango”, is that technology is limited in accessibility and network, school with limited technical support and lack of effective training, limited time and lack of teacher’s competency
4. The strategies that the teachers and the coordinator at “Complexo Escolar nº 1841 Madre Trindade - Lubango” use are video, smart phones, computer as drill and practice, and internet applications.

The above conclusions led us to the following recommendations:

1. Teachers at “Complexo Escolar nº 1841 Madre Trindade - Lubango” are recommended to explore more technology for EFL classes to make their lessons dynamic, creative and add innovation, **(SEE APPENDIX D, FOR HOW TO EXPLORE TECHNOLOGY IN CLASSROOMS)**
2. Teachers and the coordinator at “Complexo Escolar nº 1841 Madre Trindade - Lubango” are recommended to help student to develop interests in learning English through technology because will make the students more independent and find more information or content sources **(SEE APPENDIX E FOR DEVELOPING STUDENTS INTERESTS IN LEARNING ENGLISH)**.
3. School boards and teachers at “Complexo Escolar nº 1841 Madre Trindade - Lubango”, are recommended to implement technology and promote seminars of the use of technology by contact expert in computer science or teachers from ISCED.

4. Teachers at “Complexo Escolar nº 1841 Madre Trindade - Lubango” are recommended to introduce strategies to use technology that may motivate students to learn English in soft and enjoyable maner **(SEE APPENDIX F FOR STRATEGIES TO MOTIVATE STUDNST LEARN ENGILSH).**

For further research, we would like to suggest, the following: (1) how to train teachers of English from ISCED on how to use technology to assist English learning.

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