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**Using Technology inside Primary Schools Classrooms: student's perceptions and
Implications**

**A research project submitted to the Department of English in the Faculty
of Education, University of Tripoli in partial fulfilment of the requirements
for the degree of Bachelor in English**

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March 2022

Abstract

Technology is seen as a recent widespread integration into daily life, where access to huge amounts of information is now available with ease. Today's generation of students has grown up with technology all around them in an ever-increasing manner. This study is about student's perception towards the use of technology in the classroom and some educational implications. Only one approach is used in this research which is a quantitative approach, using a questionnaire that was designed by the researchers of this study to collect the data needed. The participants of the study were 30 students at Albustan primary school located in Tripoli. The collected data was analysed by statistical method; percentage, and showed through pie charts. The results of the study showed that the students have a positive perception about using technology and their answers gave some validity to the claims that the researchers have been making about the use of technology in the classroom.

DEDICATION

We dedicate this research to our families and friends.

Acknowledgments

Many thanks to the Head of the English Department, Dr. Zainab Alforjani for encouraging us to keep up with this research. We also would like to thank our supervisor Mr Abdullasalam Allafi. We would like to express our special thanks to him for believing in us. We lastly thank all of the English department staff for giving us time and support during our study journey.

Contents

Abstract	II
Dedication	III
Acknowledgment	IV
content	V
List of figures	VI
1. Introduction	1
1.1 Background of the study	1
1.2 Statement of the problem	1
1.3 Aims of the study	2
1.4 Research questions	2
1.5 Significance of the study	2
1.6 Methodology of the study	2
1.7 Limitation of the study	3
1.8 Organization of the study	3
2. Literature review	4
2.1 Introduction	4
2.2. Technology	4
2.2.1 Technology in education	4
2.2.2 Technology inside the classroom	5
2.3 The impact of using technology inside the classroom	5
2.3.1 Examples of some Technical Devices:	6
2.3.1.1 Smart boards	6

USING TECHNOLOGY: STUDENTS' PERCEPTIONS AND IMPLICATIONS

2.3.1.2 computers	6
2.3.1.3 Talking books	6
2.3.1.4 Projectors	6
2.4 Effective use of technology in classroom	6
2.4.1 Teachers' training	6
2.4.2 Complement, not substitute:	7
2.4.3 Availability of equipment	7
2.5 The Advantages of Using Technology in Language Classrooms	7
2.5.1 Engagement	7
2.5.2 A Paradigm shift in teaching and learning	7
2.5.3 An assessment shift	8
2.6. Previous study	8
3. Methodology	9
3.1 Introduction	9
3.2 Ethical considerations	9
3.3 study instruments	9
3.3.1 Questionnaire	9
3.4 Data collection methods	9
3.4.1 Questionnaire	9
3.5 Data analysis	10
4. Results and Discussion	11
4.1 Introduction	11
4.2 The Results and discussion of the Questionnaire:	11
5. Conclusion, recommendations and future research	20
6. References	22
7. Appendix 1: Student's' questionnaire	24

List of Figures

		Page No.
Figure 1	1. Do you use computers inside the classroom?	11
Figure 2	2. Is there a projector in the classroom?	12
Figure 3	3. Do you use internet in your classroom?	13
Figure 4	4. Do you use computers inside the classroom?	13
Figure 5	5. Would you like to use technology in the classroom?	14
Figure 6	6. Is it better to use technical devices than normal teaching?	15
Figure 7	7. Do you think that the use of smart boards would help you in the lesson?	16
Figure 8	8. Are you good at using computers?	17
Figure 9	9. Do you use technology in everyday life?	18
Figure 10	10. Would you like to do online activities? Why?	19

Chapter One

Introduction

1.1. Background of the study

Technology is a very vital element used in education, especially nowadays, the development of technology, in all its different uses. It must be connected with education and used inside the classrooms in a beneficial way, under the control of specialized teachers. Technology is needed the most in early stages to build the students fundamental skills in everything, and prepare them for future independent learning. Unfortunately, as we can see the development of technology usage in education worldwide, most of Libyan schools don't use any type of modern teaching, such as, Using internet, computers, projectors, speakers...etc. This is something must change in the near future for a better education in the country. Furthermore, by integrating technology into existing curricula, as opposed to using it solely as a crisis-management tool, teachers and education policy makers in Libya can exploit using technology as a powerful education tool.

1.2. Statement of the problem

The development of technology in education in Libyan primary schools is required, since the use of visions and sounds (in particular) with the students give them a better chance to learn much quicker and easier. According to some observations has been done in the last years, many of Libyan primary schools (except some private schools) don't use anything other than normal books and the traditional teaching methods. Libyan primary schools need a huge reconstruction in their approach, it should be provided with special equipment and tools, which are needed to carry on the procedure of teaching and learning. It is very important to make changes in primary schools to get the best outcome from the students. This kind of research could be a step towards enhancing the use of technology in teaching and learning.

1.3. Aims of the study

The aim of this study is to investigate Libyan primary students' perceptions towards using technology in classrooms. The researchers hope that this study will shed light on the importance of technology in enhancing learning process. Moreover, it will hopefully, increase the educators and decision makers' awareness towards the need of integrating technology in the Libyan educational system.

1.4. Research questions

This research is based on the following questions:

1. How do students perceive the use of technology inside the classrooms?
2. Based on the results of this study and on the available literature, what are the possible educational implications?

.5. Significance of the study

The significance of this study comes firstly from the fact that there is a lack of literature about investigating students' perception of using technology in classrooms especially in Libya. Secondly, the researchers think that this study is important because it sheds light on the importance of this problem that Libyan researchers didn't pay it much attention. The study will help to increase the awareness of technological usage in the Libyan classrooms with the students, which will change their performance and engagement positively.

.6. Methodology of the study

This research follows the quantitative approach. The quantitative approach gives numerical analysis of the data and generalizing it across groups of people or to explain a particular phenomenon. Also it focuses on numeric and unchanging data and detailed, convergent reasoning. The quantitative instrument used in this study is questionnaire. There are 10 yes/no questions targeting 30 students from Albustan primary school. The answers of these questions will give a statistical data about the common ideas and opinions of students on using technical devices inside the classroom.

.7. Limitation of study

The first limitation of this study is that there was no enough previous studies related to the main idea of the research in the faculty of education Janzour. The second limitation is that the sample was selected only from one primary school which means the results cannot be generalised. The third limitation is that the data collection was conducted by asking students' perception towards the use of technology inside the classrooms and not by asking teachers as well. This was due to some obstacles that faced the researchers of this study including but not limited to time constraints.

.8. Organization of study

This research has five main chapters. The first chapter is the introduction of the research, which contains the background of the study, the statement of the problem, the aims of the study, the research questions, the significance of study, limitation of the study, and the organization of the study. The second chapter, presents the literature review of some previous related studies about technology, it is effect on students and some of its uses. The third chapter involves the used research methodology and stating the research's instrument, participants, ethical issues and how the data was collected and analysed. The fourth chapter discuss the results of the study. The last chapter which is the fifth contains the conclusion, recommendations and further research.

Chapter Two: Literature Review

2.1. Introduction:

There are many definitions of the importance of using technology, according to the researchers, "It is useful not only for learners but also for teachers" (J. R. Hill and M. J. Hannafin, (2001). Lowerison, Sclater, Schmid, and Abrami (2006) suggest that technology has the potential to transform the learning environment from passive to active and more subject to the control of the learner. To be effective, technology-based tools must accompany appropriate pedagogy (Laurillard, 2002). Recently, the use of technology for teaching has become an integral part of successful learning and new technologies are influencing students' learning skills especially reading and writing also teachers' perceptions about integration of technology in teaching have not got enough attention of researchers but beliefs about using technology affect their attitude to use technology for teaching and learning. Recent studies have shown that the successful implementation of educational technologies depends largely on the attitudes of educators, who eventually determine how they are used in the classroom. Most students have difficulties to develop their communicative competence beyond the classroom mainly because they do not have a supportive learning environment where they can use technology in the primary schools. Therefore, some special efforts are needed to help Libyan students expand their perceptions learning experiences and practice the usage of technology inside the classroom.

2.2. Technology:

2.2.1. Technology in education:

Technology is a recent miracle in our everyday life that has taken off. Technology allows the most difficult tasks to become effortlessly easy and more efficient. In education, technology has allowed the dissemination of knowledge to be dispersed instantly and it allows a quicker and more effective communication. Also technology has pushed the students to be more engaged in lessons and learn in ways that they never have in a classroom settings before.

2.2.2. Technology inside the classroom:

“The prevalence of technology and its use is already very high among teens and increasing among younger children. In addition, using such gadgets has become a trend in today’s culture for literacy and knowledge” Sajana Sigdel (2017). The use of technology in classrooms is increasing these days worldwide. Many teachers adopt technical devices in their early stages classes helping them to support each child’s learning development more easily. Technology plays a positive role in children development and learning. Through the use of technology, teachers have access to more innovative and improved teaching methods that allow them to promote learning and create an active learning environment for children. A new survey examined how teachers use technology in their early childhood classrooms. The researchers found that the majority of teachers integrate technical devices in their everyday teaching, but there is a need for support to use the devices more effectively. Leutner & Weinsier (1991), stated that “assessing children attitudes towards technology may lead us to ways of assisting them in overcoming their concerns. Not all children who grow up in the age of new technologies will be familiar with and accept them”.

2.3. The impact of using technology inside the classroom:

Technology has many different effects on education, one of them is enhancing students to learn. Technology may enhance students and may assist them in achieving their academic standards. Educational technology has been found to have a positive impact on a student’s attitude towards learning and on self-concepts. The introduction of technology into the learning environment has allowed the learning to be more student-centred, to encourage group learning, and helps to stimulate an increase in the student-teacher interaction. Technology has shown a move from a focus on student’s memorization to their problem solving. Through technology use, learning opportunities have become unrestricted by time or place, allowing lifelong learning. Technology is helping students to become independent. “Instructional materials are essential tools in learning every subject in the school curriculum. They allow the students to interact with words, symbols and ideas in ways that develop their abilities in reading, listening, solving, viewing, thinking, speaking, writing, using media and technology”. Roseline Olufunke Bukoye (2019).

2.3.1. Examples of some technical devices:

There are many modern technological devices used in education to enhance the process of teaching and learning.

2.3.1.1. Smart boards:

It is an interactive, connected display board's offer a much better, engaging and interactive experience for students. It can be used to display videos and photos with hand written notes to create a multimedia approach. "Smart boards have a positive influence in teaching EFL students as well as improving teachers' performance." Abdulghani (2016).

2.3.1.2. Computers:

According to Hilkemeijer (2019), computers offer a great learning environment for children. Using computers help children to collect and receive information much easier, by playing games, practicing, watching educational videos.

2.3.1.3. Talking Books:

Which combine speech and words, so children can listen and read at the same time, this can reinforce the link between written and spoken texts.

2.3.1.4. Projectors:

Projectors are very useful inside the classroom, which allows students to watch videos, animations, audios on their subject, rather than reading from blocks of texts. Projectors can display web content to an entire class, rather than each student accessing the information on small individual computers. Students will appreciate the use of a projector as it makes them more interactive and able to see everything they want. Samuela (2019).

2.4. Effective use of technology in classroom

Effective technology integration changes classroom dynamics, encouraging student-centred based learning. Here are some points of how to use technology effectively and for an efficient learning and teaching process.

2.4.1. Teachers' training

Before the teachers can use technological devices and equipment, they need to be highly trained. So, teachers can teach and show the students how to use these equipment too, and to avoid or know how to deal with any technical problem.

2.4.2. Complement, not substitute:

Technology show complement lessons delivered by the teachers. Technology can complement the lesson by making it more personalized and providing new ways for students to interact with the content.

2.4.3. Availability of equipment

All the technical devices and equipment should be provided in the classroom. The teacher have to choose the most suitable equipment with a specific lesson.

2.5. The advantages of using technology in classrooms

There are many advantages of using technology with students:

2.5.1. Engagement

Some researchers maintain that one of the benefits of technology use is an increase in students' motivation and perseverance, H.F.Odabasi (2000). Moreover, the novelty of the new technologies or learners' experience of those technologies in the classroom can enhance learners' engagement and motivation in fulfilling tasks. In addition, the improvement is probably achieved by changing students' learning attitudes and boosting their self-confidence. Assert that the use of technology enhances learners' proficiency and their overall skills.

2.5.2. A Paradigm shift in teaching and learning

The advent of technology and development in the field of education has accelerated a shift from teacher-cantered to student-cantered approaches in the learning and teaching process. Teachers need to adopt a different role. They need to be facilitators, rather than the traditional bench-bound instructors, and they need to support and guide students' learning. Learning technologies support this important shift for the benefit of the student. J. R. Hill and M. J. Hannafin (2001)

2.5.3. An assessment shift

Incorporation of technology in the classroom enables learners to assess their own work in a more meaningful way, become better aware of the quality of their work and accept feedback more willingly. Moreover, it gives them a chance to undertake a more self-monitoring role, which leads to a higher chance of fulfilling tasks successfully. Teachers can also assess students' knowledge more accurately and objectively. S. J. Savignon, (1997)

2.6. Previous related study

There are some studies support this research.

Rose Young (2008). "Carried out a research about using technology tools in school classrooms". The study concluded that "The impact of technology in schools is somewhere between the 'only' way to make a positive change in schools and a new fad. Technology can be a strong tool for positive change, if it is used in the right way."

Furthermore, Ibrahim Abukhattalah (2014). "As technology becomes more and more dominant in our everyday lives, it will continue to exert a constant pressure on education. Under this increasing pressure, it becomes even more necessary for all parties involved to step back and examine their motivations"

. The results of these previous studies showed that the fact of using technology seems to be very effective on students, and these implications could be positive if the technical devices and tools are used correctly. Also, it declared that students, especially young learners need this to change the school environment to stay motivated. Furthermore as Abukhattalah (2014) showed that, due to the spread of technology usage worldwide into our everyday life, will have great impact on education. The involved parts (students and teachers) should know and pay attention to the importance of using technology inside the classroom. Students' perceptions about the use of technological devices in schools are mainly related to the way that technology is used by the teachers upon the students.

Chapter Three

The Methodology

3.1. Introduction

This chapter will discuss the whole process the researchers have done through this research starting from an ethic permissions from the involved part. Then, the process of collecting data from the participants. Ending with explaining how the data was analysed.

3.2. Ethical considerations

Before collecting data from the participants, first, we got a permission from the school to enter the building and to contact with the students. Then, we talked with targeted students about the study and the reason why did we choose them for this research. Next, we clarified the process of collecting data which is the questionnaire. Finally, the questionnaire was given to the students to fill it in. We assured them and their teachers that all information will be confidential.

3.3. Study instruments

3.3.1. Questionnaire

This research examines the students' perceptions of the use of technology in classrooms. For the questionnaire, the researchers have designed 10 yes/no questions for 30 of grade 4 students from Albustan primary school.

3.4. Data Collection Methods

3.4.1. Questionnaire

The questionnaire was the most convenient tool to carry on this research. The sample of questionnaire contains the most important points which cover the main goals of the research. It includes 10 different questions discusses the different aspects of this research and gives clear results about the students perception towards the usage of technology inside the classrooms.

USING TECHNOLOGY: STUDENTS' PERCEPTIONS AND IMPLICATIONS

Moreover, the results of the questionnaire were much easier to collect and analyse than the other instruments.

3.5. Data collection and analysis

The data collection method used in this research is questionnaire. First, the researchers prepared the papers with the items written clearly, in addition, we had a permission from the young learners to be part of this study. Then we handed out the copies for all students and gave them 10 minutes to answer the questions. Lastly, we got all the papers back. This was done on the 10th of March 2022.

The completed questionnaires were checked for completeness and consistency before processing the responses. The information was classified and analysed using descriptive statistic. Microsoft Office Excel was used to analyse the data collected in the questionnaire. The answers of the questions are shown on a pie chart individually with detailed analysis and explanation under each one for further understanding of the result

Chapter Four

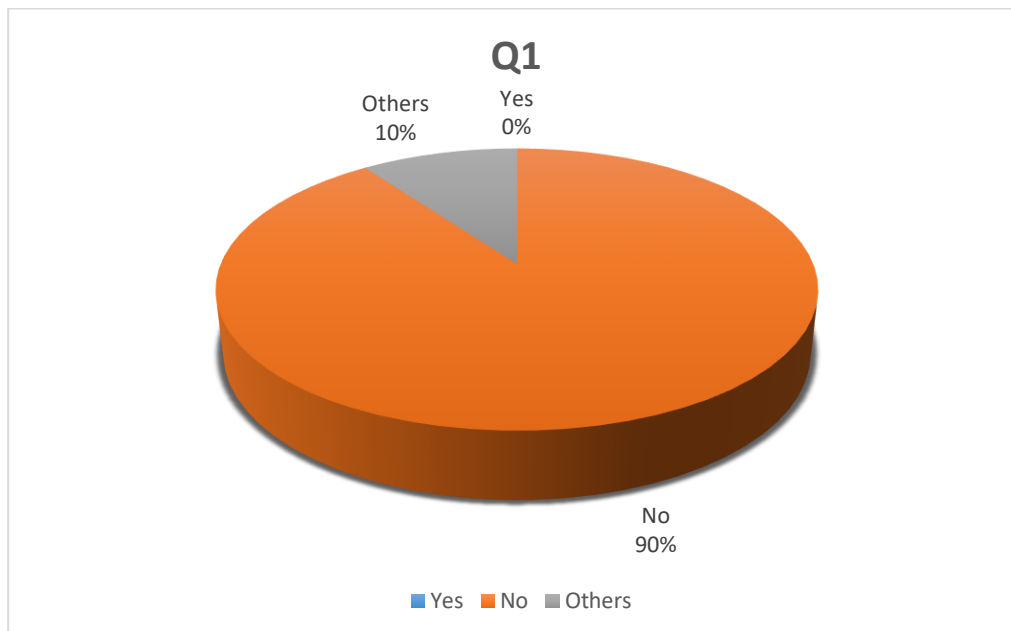
Results and Discussion

4.1. Introduction:

This chapter includes the results and discussion of the study. Also, it gives an explanation of each item and the percentages. Moreover, this chapter discusses the whole research and the results, and the discussion relates back to the literature review in the second chapter.

4.2. The Results and discussion of the Questionnaire:

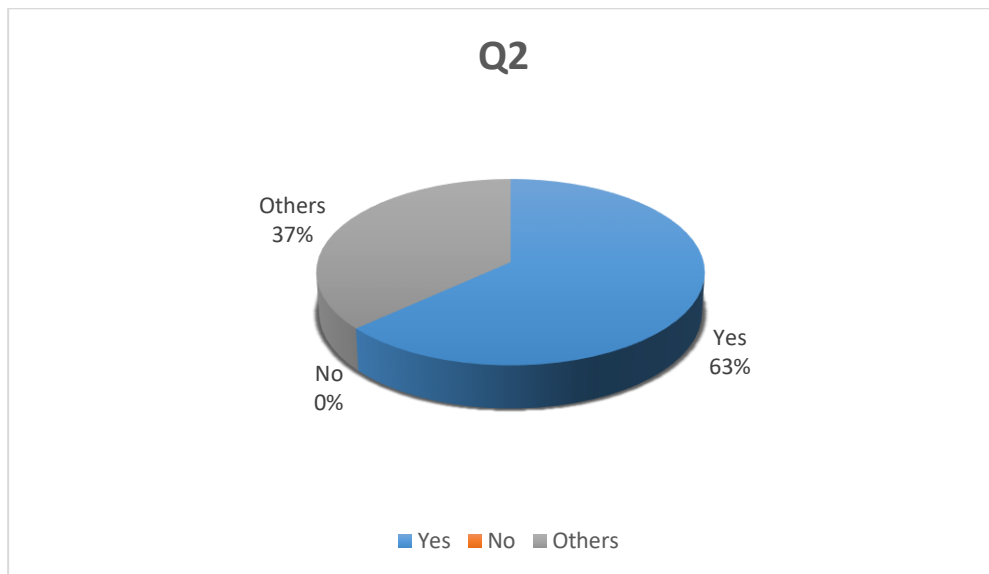
Figure 1



Item 1: Do you use computers inside the classroom?

For this question most of the students 90% agreed that there is no use of computers at all inside the classroom. Which shows that there is a lack of technological equipment usage in this Libyan primary school. This shows the lack of using technology inside the mentioned primary school. This contradicts with the general available concept that technology has to be available and accessible in all stages of study. Hilkemijer (2019) stressed the importance of using computers inside the classrooms in which it has a great influence on student performance and engagement into the lessons. Students are not able to use computers due to the shortage of equipment inside the classrooms.

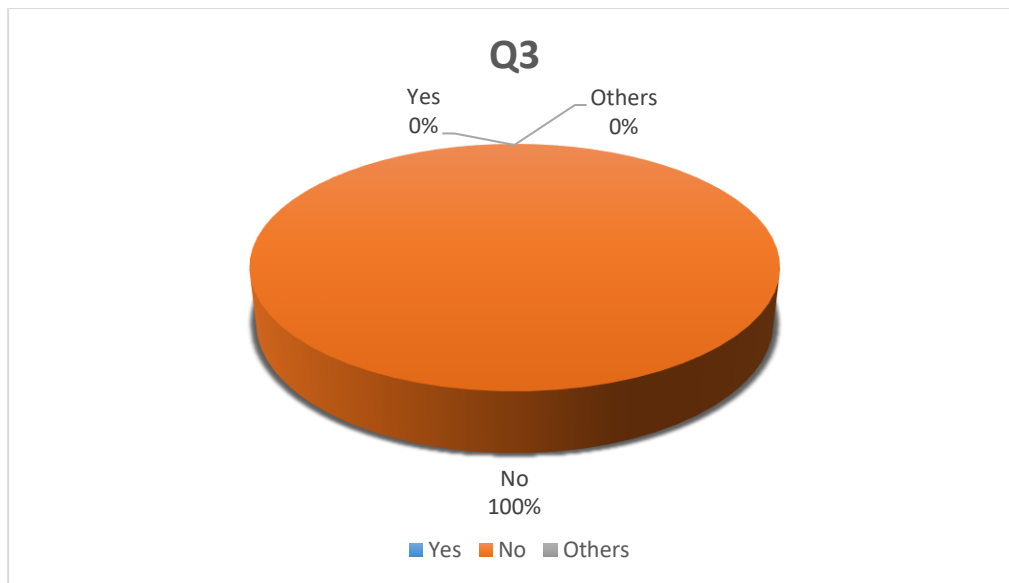
Figure 2



Item 2: Is there a projector in the classrooms?

63% of participants stated that their teachers do not use projectors in the classroom. On the other hand, 37% have chosen others. In our point of view, the reason behind this hesitation that many students has chosen “others” is that even if there was a projector in the classroom, but it might be not used at all. This may be due to the lack of experience of the teacher on how to use the projector correctly or it is out of order. As Samuela (2019) said that projectors are useful in the teaching and learning process if it is used correctly in the classroom.

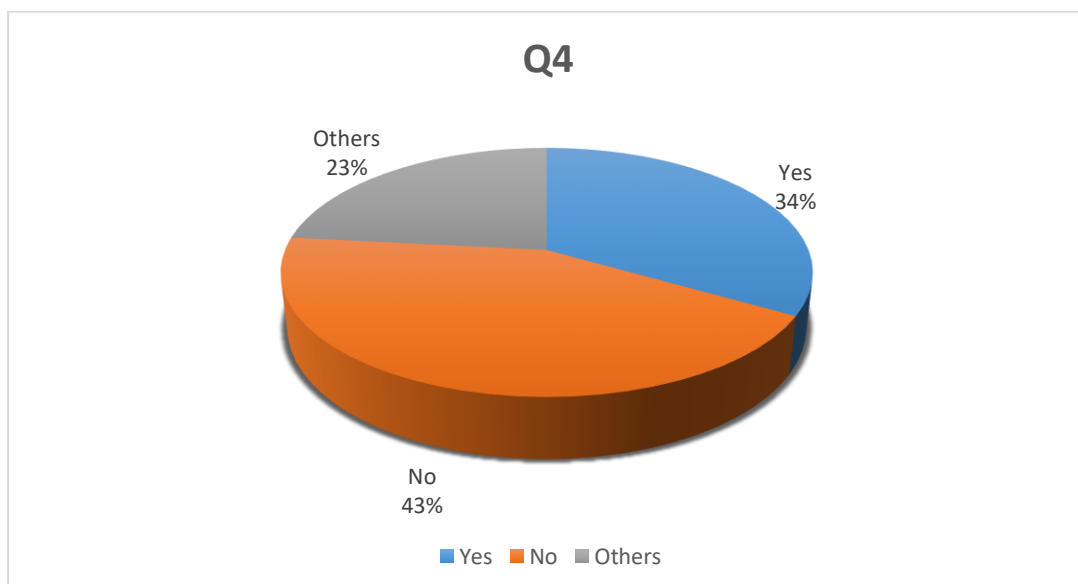
Figure 3



Item 3: Do you use Internet in your classroom?

This pie chart represents that 100% of students chose “no” which means there is no use of internet in the classroom at all. Many educators insist that the use of the internet in the learning process became a must. Berke (2016) stated that the use internet is very important inside the classroom. It effects positively on the students attitude by providing up-to-dated and easy-to-access information, which give them fun opportunities to learn by themselves. Also, it enables them to practice and to have some new activities about what they have learned because the teacher might not be able to cover everything.

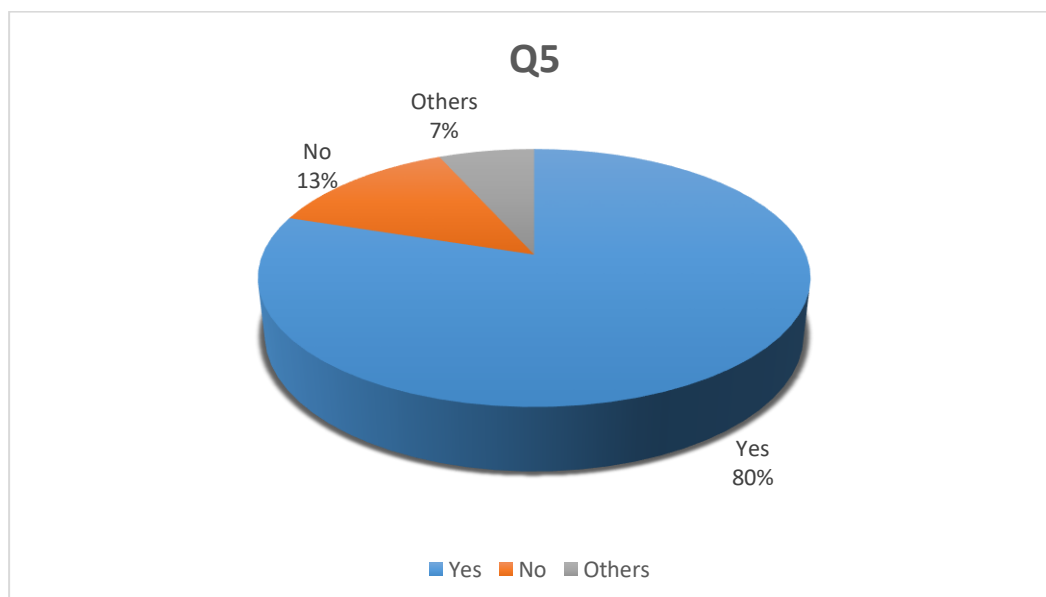
Figure 4



Item 4: Does the teacher use any modern equipment?

For this question 43% of students chose that the teacher don't use any modern equipment while 34% of students agreed that there is a kind of technology usage from the teacher side. Roseline (2019) focused on the essential use of instructional materials with all the subjects, in which they have a great impact on student's perception in learning and interacting with words and symbols to develop their various skills such as thinking, writing, speaking, and etc. For the ones who chose 'yes' it is very good to know that there is might be even a little use of some types of technology inside the classroom which in turn will effect positively on the students attitude as mentioned for example by Roseline (2019).

Figure 5

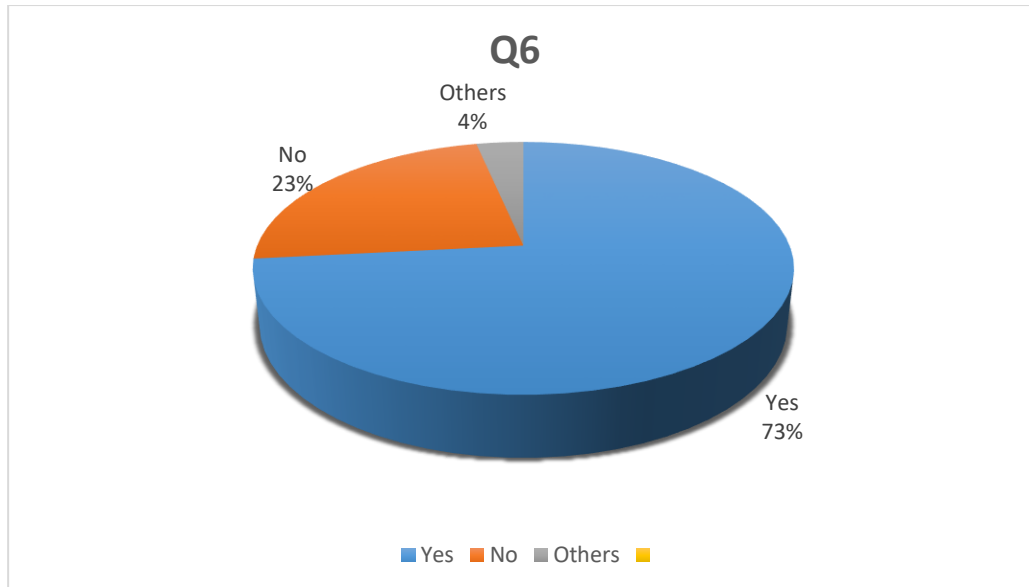


Item 5: Would you like to use technology in the classroom?

Here in this question most of the children 80% agreed that they would like to use technology inside the classroom, only 13% of them don't want to try something new in their classroom environment. This result harmonize the conclusion of Leutner & Weinsier (1991), which they concluded that children attitude towards technology is so positive and may lead to some ways to overcome their concerns and fears. So students are extrovert on using new equipment and technological devices in order to help them to be more active and engaged to the teaching and learning process. In contrast, Leutner & Weinsier (1991) mentioned that not all children who grow up in the age of new technologies will be familiar with and accept them. Some children are not familiar with technology at all, so they will not be able

to accept the risk on using these technological devices inside the classroom. They prefer to stay in their 'safe zone'.

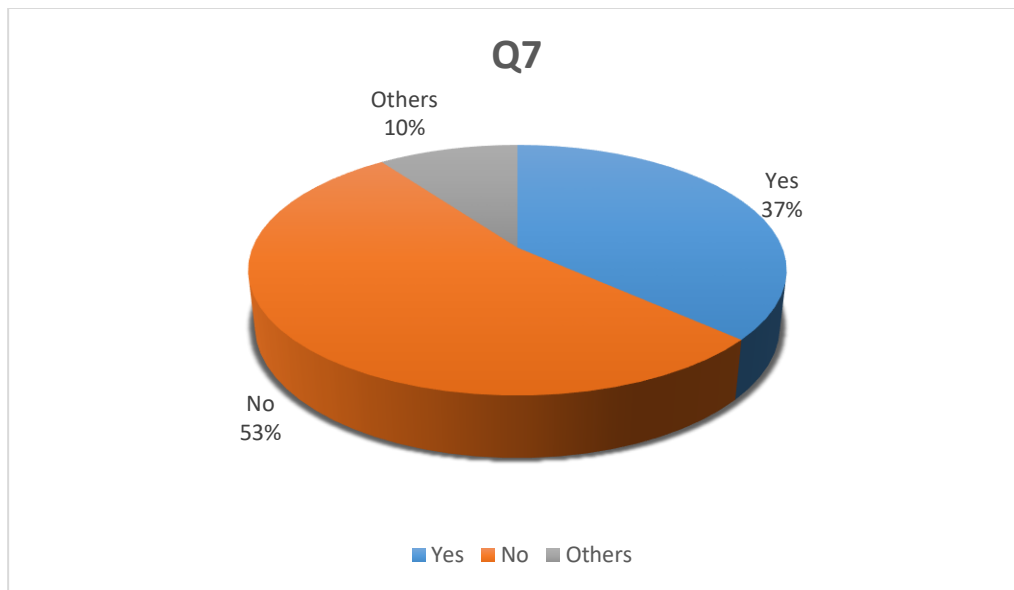
Figure 6



Item 6: Is it better to use technical devices rather than normal teaching?

As shown above, the majority of students, 73% , think that it is better to use technical devices in the classroom rather than other traditional methods while 23% disagreed. This result supports Roseline (2019) idea on “Instructional materials are essential tools in learning every subject in the school curriculum”. Most of the students are aware of the importance of using technical devices inside their classrooms. They are used to normal teaching methods, so they want to try something new to get them out the same routine. This passion is very important for students which shows that they can accept the change in their classroom environment by using and integrating technological equipment to enhance their perception towards their learning process.

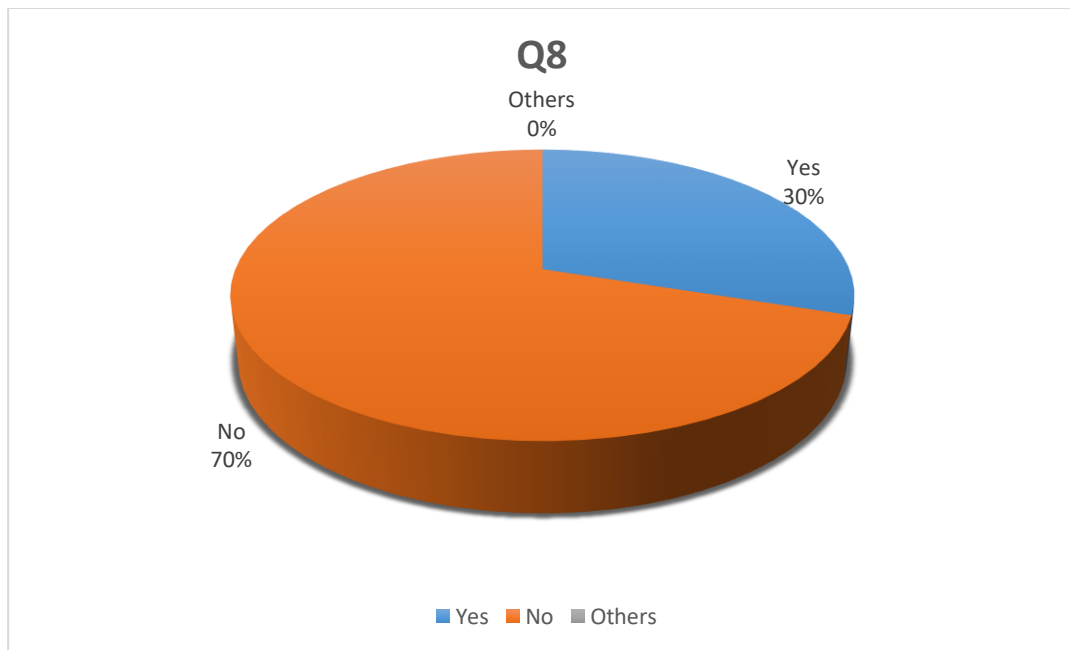
Figure 7



Item 7: Do you think that the use of smart board would help you in the lesson?

This result shows that 37% of participant's agreed that using smart board will help during lessons. However, 53% think that smart board will not help them during lessons. The answers of students contradicts with the good effect of smart board on students' perception as state by Abdulghani (2016). He mentioned that Smart boards have a positive influence in teaching EFL students as well as improving teachers' performance. The researchers of this study think that students' unfamiliarity of 'smart board' led them to think that it will not make any difference inside their classrooms. Also they might have not seen any smart board on their real life, so they just to skip it and deal with other known and familiar things.

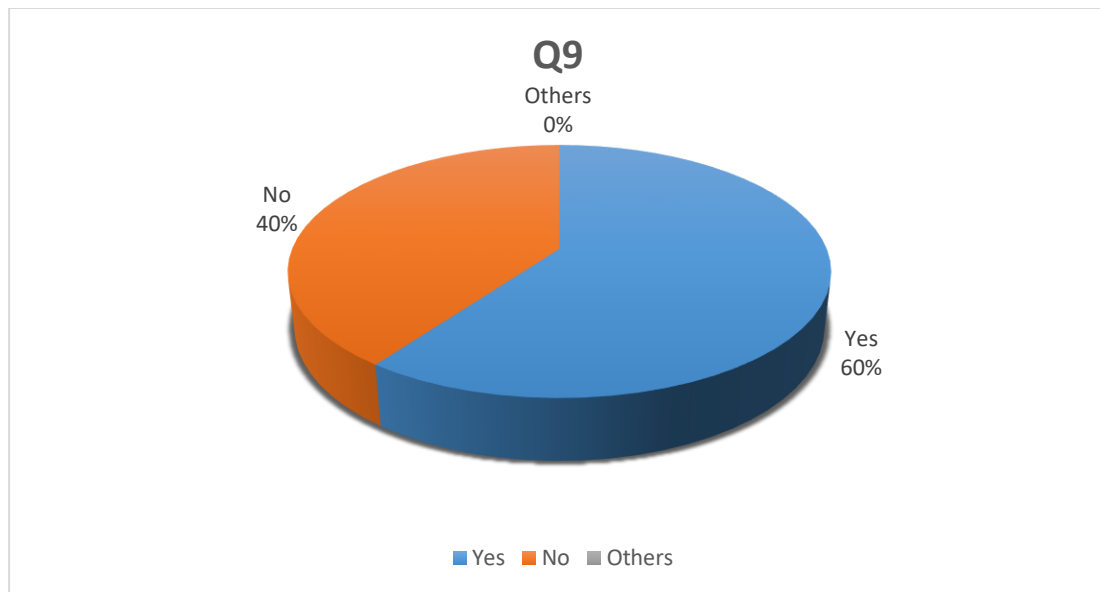
Figure 8



Item 8: Are you good at using computers?

The result shows that 70% of students don't know how to use computers. Furthermore, only 30% are good at dealing with computers which is great in order to develop some technical skills. Hilkemeijer (2019) stated that computers can offer a great learning environment for children and help them to collect and receive information much easier, by playing games, practicing, watching educational videos. Consequently, computers provide mostly whatever the students want no matter if they use it at school or at their homes. They must know how to use them in a young age to help them in their future stages.

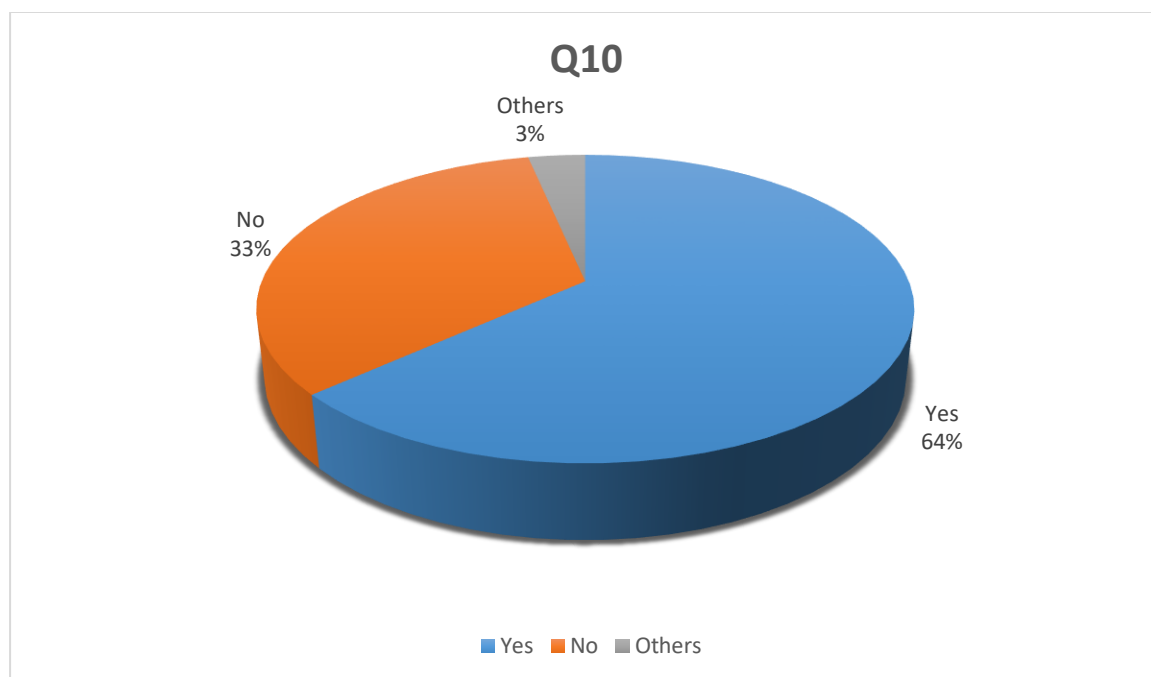
Figure 9



Item 9: Do you use Technology in everyday life?

In this Pie chart the result shows that more than the half of students 60% use technology or technological devices in their daily life while 40% don't use technology at all. As Sajana (2017) said that the spread of technology usage is getting higher and higher between young children, as if using these gadgets will show that they are literate and knowledgeable. Moreover, the devices that we use every day are becoming part of our everyday life. Children must be aware that the world is developing rapidly and in the next years everything will be done through technology even schools, other institutes and everyday routines.

Figure 10



Item 10: Would you like to do online activities? Why? (Optional).

In this question, 64% accepted that they would do online activities and 33% refused it. This answer agrees with Moallem (2003) study which stated that it became obvious that developing online activities and courses encourages students' exploration and reflection. Online courses effect on young children perception on the use of technology in classrooms. Using these online courses and activities in the lesson will change the class dynamic, they help students to learn and get new information in an unexpected way and unintentionally. In addition, seeing pictures, hearing sounds and having the ability to control everything on the online activities encourages children to learn more and have fun at the same time. Also it help students to be responsible for their own work. Some students are not open to use these online activities or to accept this change, only sticking to the normal teaching and learning process with no complications.

Chapter 5

5.1. Conclusion:

The main objectives of this study is to focus on using technology in integration with education focusing on students perceptions and implications mainly in Libyan primary schools, also to highlight the children ideas and opinions toward using technical devices inside the classroom. Furthermore, the findings of the study show that there is a lack of using technological equipment and tools in the classroom, which have great impact on the children attitude and their progress as well. Due to the analysing of the results of the questionnaire we found out that children are affected negatively by the insufficient use of technical devices. Moreover, most of the students agreed that they want a real change from the normal teaching methods to more modern and up-to-date methods, this change will enhance their motivation and perception for a successful educational career.

In addition, the possible reasons for the lack of using technology inside the classroom can be due to the weak educational approach, insufficient money to provide the needed equipment, or unskilled and unqualified teachers, etc.

5.2. Recommendations:

In the light of the findings of this research work, the following recommendations can be made:

- 1) Decision makers should work on allocating the suitable budget to schools to be able to provide their classrooms with the required technological equipment and modern facilities.
- 2) Provide training courses for teachers.
- 3) Teachers should be proactive to address potential scenarios like computers becoming a distraction, tech malfunctioning, or damage to computers.
- 4) Students should be aware of the effect of technology on their progress inside the classroom.
- 5) Students should be taught and to practice on how to use the technical devices and tools in a good, practical and efficient way.

5.3 Further Research:

Some variables and factors related to this study were not thoroughly covered as they were beyond the limits of this research. Among these are student's gender, educational background, and age. A future research can relate and investigate the mentioned variables.

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Appendix:

The Sample of Questionnaire

Using technology inside Primary Schools classrooms: student's perceptions and implications

❖ Albustan Primary School, Grade 4 Students:

Answer these following Questions:

1. Do you use computers inside the classroom?
Yes / No / Others

2. Are there a projector in the classroom?
Yes / No / Others

3. Do you use internet in your classroom?
Yes / No / Others

4. Does the teacher use any modern equipment?
Yes / No / Others

5. Would you like to use technology in the classroom?
Yes / No / Others

6. Is it better to use technical devices than normal teaching?
Yes / No / Others

7. Do you think that the use of smart boards would help you in the lesson?
Yes / No / Others

8. Are you good in using computers?
Yes / No / Others

9. Do you use technology in everyday life?

USING TECHNOLOGY: STUDENTS' PERCEPTIONS AND IMPLICATIONS

Yes / No / Other

10. Would you like to do online activities? Why? (optional)

Yes / No / Others

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