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Full Tech, Tech-free, or in Between? Students Perspectives on Learning Without Technology in the EFL Classroom

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Abstract

This study investigates university students' views on learning in an English as a Foreign Language (EFL) classroom without the use of personal technology. Existing literature spans various educational contexts, yet perspectives in higher education remain notably divided. Many educators consider technology an integral part of academic life, while others—particularly in light of recent developments in artificial intelligence—argue that its role should be critically re-evaluated. This ongoing debate is further complicated by a lack of clear institutional guidelines, leaving many university teachers uncertain about effective classroom practices. Focusing on first and second year Media Studies students at the Catholic University in Portugal, this study draws on student survey data and individual reflective essays to explore attitudes toward traditional, technology-free learning environments as opposed to digital classrooms. Findings show that although students are accustomed to — and generally enjoy — using digital tools, many express concern over distractions and diminished focus. A significant number favoured device-free settings, emphasizing benefits such as improved concentration, deeper interpersonal interaction, and enhanced peer collaboration. Others acknowledged the educational advantages of technology, especially when applied creatively by teachers, while some also advocated for a balanced integration of both digital and traditional strategies. Overall, the study offers insight into students' critical stance towards the role of technology in the classroom and highlights the need for thoughtful pedagogical models that foster engagement through both low-tech and innovative means. It aims at contributing to broader discussions about classroom innovation and the evolving challenges that educators face in tertiary settings.

Keywords: English Language Teaching; digital and non-digital pedagogy; classroom focus and distraction; student engagement; higher education

1 Introduction

In recent years, digital technologies have become deeply embedded in educational settings, with many studies highlighting their potential to enhance engagement, as well as broaden and

accelerate access to resources. Nevertheless, in higher education, concerns about diminished participation and the consequences of overreliance on technology are increasing. Educators constantly question how digital tools—and more recently, generative AI—are reshaping attention, collaboration, and critical thinking in the classroom.

While many regard that technology is essential to modern pedagogy, others argue for a critical reassessment of its role, especially in light of AI's rapid evolution. Concerns include student distraction, diminished focus, and an overdependence on automated tools that may jeopardize deep learning and critical thinking. On the other hand, the rise of ethical dilemmas around plagiarism and student dependency on technology are a major concern among teachers and faculty. These debates are further complicated by the lack of clear institutional guidance, leaving university educators to deal with digital integration with little pedagogical orientation and support.

This study investigates these tensions through the lens of student experience in an English as a Foreign Language (EFL) classroom at the Catholic University in Portugal. It focuses on first and second year Media Studies students, and explores how learners perceive the benefits and drawbacks of both technology and device-free environments. In particular, it examines how students evaluate focus, interpersonal interaction, and the development of critical reasoning skills across these settings.

Despite the widespread adoption of digital tools—including multimedia content and learning platforms such as Moodle — which in a way have made classes more dynamic, enjoyable, and varied, both students and teachers express concerns about distraction and superficial engagement, especially in language learning contexts where focus and verbal interaction are vital. The rise of AI has increased these concerns, prompting questions about the nature of academic work and the cognitive demands of foreign language acquisition.

In this context, student perspectives offer valuable insight into how technology is experienced in practice. Do students view digital tools as enablers of learning—or as barriers to meaningful engagement? How do they weigh the compromise between convenience and cognitive reasoning? And what balance, if any, do they conceive between traditional and tech-enhanced learning?

At a time when several European Ministries of Education—and many parents—are considering banning smartphones in schools, these questions assume greater urgency. According to Euronews (Chadwick, 2024), following UNESCO's 2023 report on global education, and in line with countries like France, Italy and the Netherlands, which have already banned or introduced restrictions on mobile phone use in schools, a new law in Portugal was approved by the Council of Ministers on July 3, 2025, in response to concerns about distraction and student well-being (República Portuguesa, 2025).

These policy shifts reflect broader anxieties about digital overuse and underscore the relevance of exploring students' own experiences and preferences. Furthermore, although no such bans have been proposed at the tertiary level, the role of digital tools—particularly with the rise of AI—remains a recurrent topic of discussion, raising important questions about how much (or how little) technology should be integrated into higher education classrooms.

To explore these issues, this study addresses the following research questions:

1. How do students perceive learning in a device-free English as a Foreign Language (EFL) classroom compared to a technology-integrated one?
2. What concerns and preferences do they express regarding focus, interaction, and critical thinking in both settings?

3. To what extent do students advocate for a balanced approach—and what does that look like from their viewpoint?

Using a mixed-methods approach—which combines survey data and individual reflective essays—this research seeks to shed light on students' views and contribute to more grounded discussions around digital pedagogy in tertiary education.

2 Literature Review

Over the past two decades, technology has become an inseparable element of education. From learning management systems and mobile apps to generative artificial intelligence (AI), digital tools are increasingly viewed as necessary for facilitating access and efficiency in learning environments (Deng *et al.,* 2025, p. 3). In tertiary education especially, digital literacy is often positioned as a core competency for both academic and professional success. As Lopes (2025, p. 16) observes in a case study from the Polytechnic University of Guarda in Portugal, the integration of AI technologies like GitHub Copilot and ChatGPT into computer science curricula has "enhanced students' skill sets and AI literacy," responding directly to evolving industry demands. The findings from this initiative showed increased engagement, improved coding efficiency, and a preference for oral and continuous assessment methods, particularly among female and international students.

Similarly, Deng *et al.* (2025, p.16) highlight that when smartphones are incorporated into classroom instruction under teacher guidance, student performance gains can significantly improve. Their study found that the "marginal benefit associated with smartphone-assisted learning outweighed the negative effect associated with smartphone-induced distraction," suggesting that purposeful integration—not unrestricted use—is key to successful tech-enhanced learning. However, they also warn against a "rich-get-richer" dynamic, where students from more privileged backgrounds or technology-related courses receive an unfair advantage.

These findings point to the complex capacities of educational technology: while it can bridge certain gaps and increase accessibility, it also runs the risk of deepening inequities if implemented without contextual awareness.

Despite the promise of digital learning tools, there is growing scholarly concern over their unintended consequences. As Garcia (2023, p.1) puts it, "despite their purported and transformational value, I've been wondering if our investment in educational technology might in fact be making our schools worse." Citing data privacy issues and the erosion of teacher-student relationships, Garcia critiques the "platformization of education," in which learning is filtered through algorithmic systems prioritizing efficiency over human connection. In his words, students "are not viewed as complete human beings but as boxes checked for attendance" or performance metrics, raising ethical questions about autonomy and trust.

In the specific context of EFL/ ESL writing, research confirms that technology is now widespread across all stages of English language learning. However, not without its drawbacks. For example, Al-Maashani and Mudhsh (2023) note that although digital and instructional technologies in EFL and ESL classrooms enhance motivation and facilitate authentic communication, the pedagogical impact depends on the teachers' ability to align the technological tools with the learning objectives.

Swindell *et al.* (2024, p.14) also argue that the arrival of generative AI requires rethinking of educational paradigms. Drawing on thinkers such as Paulo Freire and Hannah Arendt, they propose a framework for ethical AI use, emphasizing that educational tools must advance

"humanizing ends." The authors warn that uncritical adoption of AI may lead to an epistemological crisis, as students become passive consumers of knowledge rather than active "co-creators of knowledge." They call for a "kaleidoscopic" approach—one that adapts to AI's advances while remaining rooted in critical pedagogy and ethical reflection.

More practically, Glazer (2023, p.1) questions the efficacy of AI tools like ChatGPT in promoting real learning. While acknowledging the ease and convenience of such tools, he points out their tendency to deliver pre-formulated responses that can "impair learning when used incorrectly." He cites Harvard Graduate School of Education Dean Martin West who argues that generative AI "can undermine [students'] learning… when the tools are used to do the cognitive work of thinking for students." The concern is not only academic dishonesty but the erosion of core cognitive capacities such as reasoning, synthesis, and creativity.

Complementing these critiques, Mahapatra (2024) found that when generative AI tools such as ChatGPT were purposefully integrated into tertiary ESL writing instruction, students demonstrated measurable gains in accuracy and revision quality. However, the study also warns that without explicit pedagogical framing, students risk over-relying on AI-generated feedback rather than developing independent editing and reflection skills.

Zhai *et al.* (2024, p.17) offer a more systemic critique based on a systematic review of literature. They found that student over-reliance on AI dialogue systems, particularly in research and academic tasks, may significantly compromise learners' critical thinking, decision-making, and analytical reasoning. According to their findings, students often resort to AI-generated outputs—especially when uncertain—favouring speed and convenience over deeper cognitive effort. This behaviour reflects a broader tendency to rely on "efficient cognitive shortcuts" even when ethical issues are present. As the authors note, *"The dual nature of AI in academic writing is evident: while it offers significant benefits in enhancing writing skills and efficiency, it also presents concerns regarding over-reliance, reduced originality, and potential ethical challenges, such as plagiarism and biases, within higher education."* This tension underscores the importance of digital literacy and critical engagement in academic contexts, particularly as AI tools become more integrated in student work.

In higher education, where self-regulated learning and critical thinking are paramount, the implications of digital technology are particularly complex. While supporters like Lopes (2025) point to increased personalization, flexibility, and relevance to the digital workplace, critics emphasize rising distraction levels, shallow engagement, and mental health challenges. Oliveira *et al.* (2021, p. 6) found that students significantly underestimated their use of social media and mobile apps during class time—highlighting a gap between self-perception and actual tech-related behaviours. Like the present study, their study at the University of Aveiro reveals that intensive mobile usage patterns raise questions about sustained attention and learning depth.

Qurbani (2022) also expresses concern regarding mental health issues, noting that both students and faculty experience stress and anxiety related to technology use. The pandemic exacerbated these challenges. While emergency remote teaching revealed the benefits of platforms like Zoom, it also exposed vulnerabilities—including lack of training, workload intensification, and the emotional toll of screen-based interaction— that continue to affect users today.

These tensions are reflected in student attitudes toward technology-free classrooms. Research suggests that 'low-tech' classrooms help students focus and communicate more effectively. Such contexts provide a break from digital overload and encourage greater personal

interactions. As noted by Swindell *et al.* (2024, p.17), pedagogical design must not resort to digital tools simply because they are available; rather, technology should serve as a means—not an end—of educational transformation.

Indeed, the challenge lies in striking a pedagogical balance. Students in EFL contexts, for example, often benefit from multimedia tools that support vocabulary acquisition and fluency practice, yet many also report greater focus and peer interaction in device-free settings. The present study, based at the Catholic University in Portugal, builds on this complexity by exploring how students perceive technology's role in language learning and cognitive engagement.

While European policymakers debate mobile phone bans in schools (República Portuguesa, 2025; Euronews, 2024), tertiary students' perspectives may offer valuable insight into what a thoughtful approach to educational technology might involve.

3 Methodology

This study was conducted within an **action research framework,** grounded in the researcher's own teaching practice in an EFL classroom at the Catholic University in Portugal. **According to Burns (2015, pp.187-188), action research combines systematic investigation with purposeful pedagogical change, engaging teachers as reflective practitioners who simultaneously act within and inquire into their own contexts.** As an approach that emphasizes reflection and improvement in real settings, it is particularly suited to exploring student experiences and informing pedagogical decisions in context.

A mixed-methods design was adopted to investigate students' perceptions of device-free versus technology-integrated learning environments. By integrating quantitative and qualitative data, the study revealed general trends as well as individual perspectives and affective responses. The survey was designed for specific classroom context which limits the generalizability of the quantitative results, however, the study's mixed-methods design and triangulation with qualitative data strengthen the trustworthiness of the findings.

Participants were first- and second-year Media Studies students enrolled in mandatory English as a Foreign Language (EFL) courses. All students were regularly exposed to both digital and low-tech learning environments throughout the semester. A total of **51 students completed an online survey,** and **46 students submitted handwritten reflective essays** as part of a voluntary, ungraded course assignment.

Participation was **voluntary**, and **oral consent** was obtained after clearly explaining the aims of the research. Students were informed that their responses would remain anonymous, that no academic grade would be associated with the activity, and that they were free to opt out at any time. No identifying information was collected, and ethical guidelines for classroom-based research were followed.

Two main instruments were used:

- **Survey:** a brief questionnaire administered online via Google Forms during the twelfth week of the semester (see Appendix). The survey comprised ten closed-ended questions, including multiple-choice items and 5-point Likert-scale items, ranging from "strongly disagree" to "strongly agree". The survey explored students' familiarity with digital tools, perceived advantages and drawbacks of technology use in class, and preferences for digital versus device-free learning environments.
- **Reflective Essays:** students were invited to write short essays (250–300 words) reflecting on their experiences with technology use in EFL classes. Prompts

encouraged them to consider issues such as focus, participation, interaction, and critical thinking in both digital and non-digital settings. The reflective essays were handwritten during class time, without access to phones or computers. This intentional restriction fostered a reflective, distraction-free space, and many students expressed enthusiasm about the opportunity to articulate their views freely and informally.

The essays were manually coded by the author, who identified key themes, such as concentration, distraction and learning preferences. Each essay was then classified into one of three stance-based groups: *technology-rich, no-technology,* or *hybrid.* It should be noted, however, that because the coding was conducted by a single researcher, the qualitative findings should be interpreted with appropriate caution.

The specific essay prompt was as follows:

> "*Imagine attending an English class where all personal technology—smartphones, laptops, and tablets—is completely forbidden. No digital distractions, no online resources, and no instant messaging. Instead, students rely solely on traditional teaching methods like printed materials, handwritten notes, face-to-face discussions, and direct interaction with the teacher.*
>
> *Write an essay where you discuss the potential benefits and challenges of such a learning environment. Consider aspects like student engagement, concentration, collaboration, and access to information.*
>
> *Would this type of classroom improve or hinder your learning experience? Why? — Support your points with clear examples, and reflect on how the absence of technology would shape the classroom atmosphere, communication, and overall learning process."*

Of the 51 students who completed the survey, 46 also wrote the reflective essay. These essays were later coded into three stance-based groups: group A: in favour of technology-rich classrooms, group B advocating for no-technology environments, and group C supporting an in-between or hybrid approach.

Quantitative data from the survey were analyzed using **descriptive statistics** to identify patterns in classroom preferences, device usage, and reported effects on concentration and interaction.

Qualitative data from the handwritten essays were analyzed thematically. A **manual coding process** was used to identify recurring themes such as concentration, distraction, peer collaboration, motivation, and cognitive engagement. This interpretive approach allowed for a rich exploration of students' beliefs and emotional responses, adding context to the survey findings.

The integration of both data types enabled **triangulation,** enhancing the validity of the results by cross-verifying patterns and offering better understanding of how students perceive the role of technology in their language learning. Following Burns (2015, p. 193), such triangulation strengthens the trustworthiness of action research by ensuring findings are grounded in multiple perspectives and cycles of reflection.

4 Results Summary

This section presents a summary of the quantitative and qualitative findings, beginning with an overview of survey responses and followed by an analysis of reflective essays. Together,

these data sources offer a more complete view of how learners perceive the benefits, limitations, and overall impact of technology in their language learning experience.

4.1 Survey Findings – Quantitative Data

To better understand students' attitudes toward technology in the EFL classroom, a questionnaire (see Appendix A) was distributed and 51 valid responses were collected. The survey featured multiple-choice questions, some allowing for more than one response, in order to capture the complexity of student perspectives. As such, response totals may exceed the number of participants.

Results are presented below as a synthesis of key patterns and a table of survey results is provided in Appendix B.

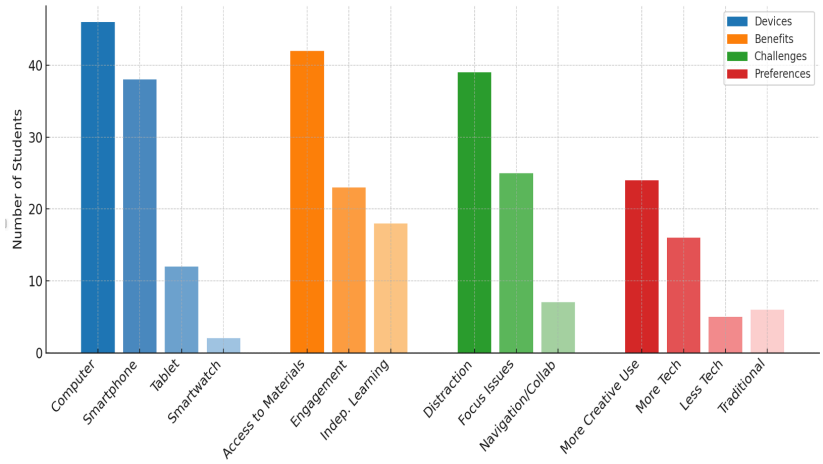

Figure 1. Overview of Student Responses on Technology Use in the EFL Classroom

Most students reported regular use of computers (90%) and smartphones (75%) during class. Tablets were used by 24%, and smartwatches by only 4%. No student selected "None of the above."

When asked whether technology makes learning more engaging, 12% said "always," 51% "frequently," and 37% "occasionally." None chose "never." As for why they believed teachers ask students to use technology in class, the most common responses included access to diverse materials (82%), promoting student engagement (45%), and encouraging independent learning and problem-solving skills (35%).

Opinions varied on how technology impacts reading and writing skills. 37% said it improves their reading comprehension and writing accuracy, while 45% felt it mostly gives access to more resources without significantly affecting their skills. 12% believed it makes reading easier but negatively affects writing, and 6% said it had little to no impact.

Distraction was the most frequently reported challenge. 76% admitted getting easily distracted by social media or unrelated sites, and 49% found it hard to focus on the task at hand. A smaller number struggled with collaboration (10%) or navigation of digital platforms in English (4%). 8% reported no significant issues.

Students generally felt supported by their teachers during online activities: 35% said they received "very much" support, 61% "enough," and 4% indicated insufficient guidance.

Confidence with technology was high overall. 71% said they felt very comfortable using technology in the EFL classroom, and 25% said they felt comfortable although they did not

particularly enjoy it. Only 4% expressed discomfort, and none stated a preference for tech-free learning.

When asked which digital tools they found most useful, the most common responses included the Moodle platform (75%), access to authentic online English-language resources (65%), online dictionaries and translation tools (53%), and video/audio materials for listening practice (37%).

As for future preferences, 47% expressed a desire for technology to be used in a more creative way, 31% supported more integration overall, while 10% cited distraction as a reason for preferring less technology, and 12% preferred a more traditional approach.

4.2 Essay Insights – Qualitative Data

While the survey results indicated that most students use computers (90%) and smartphones (75%) regularly in class, the reflective essays revealed a strikingly different tendency when students were asked to imagine a fully technology-free learning environment. Out of the 46 students who wrote essays, 23 explicitly favoured classrooms without personal devices, 11 supported technology-rich learning, and 12 advocated for a balanced or hybrid approach.

The largest group's preference for no-technology settings was unexpected given their regular device use and the widespread use of digital tools in their academic lives. These students described technology as a source of distraction, reduction of focus, and diminished interpersonal engagement. As one student noted: "One of the outstanding benefits of no technology in class is that it deeply improves concentration. Discussions often become richer and more meaningful because there is no temptation to scroll through social media." Another student wrote: "When I go to my classes with my computer and mobile phone, I always get easily distracted," while a third admitted, "I can't concentrate in classes while having technology with me because I'm rather checking social media, sending messages… it's really hard for me to listen to the teachers while having so many distractions."

Many of these no-tech supporters associated the absence of devices with more authentic, socially connected learning. One student recalled "pre-2019" lessons when "everyone was much more concentrated," another celebrated the return to "good old notebooks" and the benefits of handwriting for "brain development and thinking creatively." Other students saw a device-free policy as a way to strengthen the classroom dynamics: "Without technology, it would obligate classes to have a better dynamic between student and teacher… communication skills would improve." Some expressed concern that constant exposure to digital media was eroding attention spans: "Due to our screen time on TikTok… people's patience to capture information is getting worse. We get easily distracted by everything."

By contrast, the 11 students who supported technology-rich classrooms stressed its benefits for access to information, efficiency, and integration with modern professional realities. One argued that in the 21st century, "not preparing the students to deal with this kind of society where everything is getting technological day by day… is a mistake." Others worried that banning devices would hinder learning by slowing down research or note-taking, with one remarking that "it wouldn't allow me to search for information I'm not understanding from the teacher, and it wouldn't allow me to take notes faster, as I write faster on a computer than on a notebook." For several in this group, distraction was seen as a matter of self-discipline rather than an inherent flaw of technology: "We are all adults… it's their decision to be concentrated and learn, or just be there for no reason."

The 12 students who adopted a balanced position often expressed their views pragmatically, supporting technology for research, multimedia input, and collaborative work, while

favouring its absence in activities requiring concentration. One student summarised this view as "switching between the modern teaching culture and the traditional teaching methods," while another wrote, "I think that it is important to know when we can use and when we can't."

Overall, the qualitative data challenge the picture drawn from the survey alone. Even though most students report frequent device use in class, nearly half of the essay writers expressed a clear desire to return to no-technology classrooms, referring to cognitive, social, and concentration benefits.

This divergence highlights the importance of not assuming habitual device use with a preference for technology integration. For many of these learners, the imagined removal of personal devices opened up a vision of the classroom as a more focused, collaborative, and human-centred learning environment.

5 Reflection and Pedagogical Implications

Taken together, the data point to a simple but significant insight: students are accustomed to using technology, yet many do not "*prefer"* it when asked to imagine conditions for optimal learning.

Survey responses show frequent in-class use of computers and smartphones and high comfort with digital tools, but the essays also reveal a desire for device-free conditions, particularly to protect focus and personal interaction. This highlights a design principle for EFL in higher education: intentionality over habit—technology should be used when its value for the task justifies the concentration costs it introduces.

Across essays, students implicitly drew a line between tasks that benefit from technology (e.g., targeted information search, access to authentic input, collaborative drafting) and tasks that are jeopardized by technology (e.g., extended discussion, active listening, in-class writing, reading). A practical implication is to specify the "why this tool for this task now." For example, deploy online dictionaries, multimodal materials, and shared documents for research and drafting; resort to device-free conditions for debates, reading comprehension, timed handwritten writing to develop concentration and spontaneous language production.

Instructors can operationalize this with visible, time-boxed "tech windows" (brief, purpose-specific device use) embedded within otherwise device-free lessons; "device parking" (phones face-down in a shared spot); analog note-taking by default; and clear end-of-task signals to close laptops/put phones away. These routines protect attention while preserving targeted digital affordances when they genuinely add value.

Students often associated no-tech conditions with fewer distractions ('no temptation to scroll') and more meaningful classroom talk. Teachers can put this into practice through simple, structured routines: **clearly scheduled times in class when students can use devices for a specific task;** explicit end-of-task signals to close laptops and put phones away. These routines can help protect students' attention while still allowing digital tools to be used when they truly add value.

Many essays associated device-free lessons with better communication and classroom climate. One possibility is to use technology for multimodal projects and out-of-class collaboration, for example, but tech-free real-time discussion is essential to develop and assess oral fluency.

Overall, instruction should focus on the why, **when, and how to use AI tools.** Learners should understand their specific purpose, when and how to integrate them into learning tasks

rather than relying on them as a default shortcut. If AI literacy becomes part of **critical language awareness**, learners will use these tools thoughtfully and strategically.

In the context of an action research model, these findings reinforce the value of systematically questioning assumptions about learner preferences. The data suggest that what students regularly do in class — such as regular device use — may not align with what they believe best supports their learning. For the practitioner-researcher, this highlights the importance of creating contexts where students can articulate their perceptions, test them in practice, and revisit them through ongoing cycles of reflection.

From an action research perspective, the unexpected preference for no-technology classrooms among a majority of essay writers suggests further inquiry. Future cycles could focus on implementing short-term, low-risk changes — such as trial periods of reduced device use — and gathering student feedback to assess perceived effects on focus, interaction, and learning. This approach allows the teacher to adapt technology policies responsively, grounded in evidence generated from their own classroom.

Finally, the study highlights the need to balance teacher beliefs, institutional expectations, and student voices. Action research offers a framework for negotiating these interests, enabling teachers to move beyond debates about "tech or no-tech" toward a more contextual, evidence-based integration of tools. In doing so, pedagogy becomes less about choosing fixed models and more about a responsive dialogue between classroom realities and the broader educational landscape.

6 Final Considerations

This study illustrates the value of listening closely to student voices within an action research framework. By comparing survey data with reflective essays, it became clear that patterns of behaviour — such as frequent device use — do not always reflect deeper learning preferences. The surprising finding that the majority of essay writers favoured either a return to a no-technology classroom or hybrid approach, which was not entirely aligned with the survey results, challenges common assumptions about younger learners' attitudes toward digital tools.

Rather than providing a definitive answer to the question of whether technology should be present or absent in EFL classrooms, these findings highlight the importance of context, reflection, and adaptability. The action research process enables teachers to test and refine technology use in their own classes, informed by feedback gathered from their students. It also allows for a reconsideration of how technology is used: not as a default element of "modern" pedagogy, but as one of many possible resources whose effectiveness depends on the task, the learners, and the moment.

It is important to note that, although the study may provide useful insights into students' perceptions, its exploratory nature and small sample mean that the results should be interpreted as indicative rather than statistically generalizable. Future research using validated instruments could enhance measurement precision and reliability.

Ultimately, the strength of this approach lies in its openness. The results of one cycle — in this case, the recognition that many students believe they would learn better without personal devices — become the starting point for the next. In this way, pedagogy remains a living, responsive process, continually shaped by observation, dialogue, and critical engagement with both tradition and innovation.

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Appendix A

Survey Questionnaire

The following questions explore students' use of technology in the classroom. Please take a moment to answer them thoughtfully. For most questions, more than one option is available. This questionnaire is anonymous.

1. **Which technology devices do you regularly use in class?**
   - o Computer
   - o Smartphone
   - o Tablet
   - o None of the above
2. **Do you think technology makes learning more engaging?**
   - o Always
   - o Very Frequently
   - o Occasionally
   - o Never
3. **In your opinion, why do EFL teachers ask students to use technology in the classroom?**
   - o To enhance students' practice in the foreign language
   - o To help students' engagement in classes
   - o To provide access to diverse learning materials and resources
   - o To promote independent learning and problem-solving skills
4. **How does the use of technology impact your reading and writing skills in English?**
   - o It improves my reading comprehension and writing accuracy
   - o It helps me access more resources but doesn't affect my skills significantly
   - o It makes reading easier but negatively affects my writing skills
   - o It has little impact on my reading and writing abilities
5. **What challenges do you encounter while using technology in the classroom?**
   - o I find it hard to focus on what is requested
   - o I get easily distracted by other sites or social media
   - o I have difficulty navigating some digital tools or platforms in English
   - o I find it difficult to collaborate with classmates in online activities
   - o I enjoy the challenges proposed by the teachers and don't have any particular issues
6. **In your opinion, does the teacher offer enough guidance and support before and during online activities in class?**
   - o Very much
   - o Enough
   - o Not very much
   - o Not at all

7. **Does the use of technology improve your engagement in the classroom?**
   - Yes, it makes learning more interactive and interesting
   - Sometimes, depending on the activity and the tool used
   - Not really, I prefer traditional teaching methods
   - No, I find it more distracting than engaging
8. **Do you feel confident using technology for learning activities in the EFL classroom?**
   - Yes, I feel very comfortable with it
   - I feel comfortable using technology in English classes, but I don't enjoy it
   - Not really, I often struggle with digital tasks in English classes
   - No, I prefer learning without technology
9. **What types of technological tools do you find most useful for language learning?**
   - The discipline's Moodle platform
   - Online dictionaries and translation tools
   - Easy access to authentic sources and sites in English
   - Video and audio resources for listening practice
10. **Would you like to see more technology integrated into your classes?**
    - Yes, I think it improves my learning experience
    - Yes, but used in a more creative way
    - No, because I get easily distracted
    - No, I prefer a more traditional classroom approach

Appendix B

Table 1. Summary of Student Responses to the Technology Use Survey (N = 51)

Survey Item	**Most Frequent Responses. %**
Devices used in class	Computer (90%) Smartphone (75%)
Technology makes learning engaging	Frequently (51%)
Reasons teachers use technology	Access to diverse materials (82%) , Engagement (45%)
Impact on reading and writing skills	Access to more resources but minimal effect on skills (45%)
Main challenges	Distraction (76%)
Teacher support during online activities	Enough (61%)
Effect on engagement	Sometimes (63%)
Confidence using technology	Very comfortable (71%)
Most useful tools	Moodle (75%) Online resources (65%)
Preference for future integration	Yes, but more creatively (47%)