IMPACT OF DIGITAL TOOLS IN LANGUAGE LECTURING: EXPONDING THE VIEWS OF UNIVERSITY ADMINISTRATORS

Dr. Djamal Saihi
University of Hadj Lakhdar University, Algeria,
djamalsaihi111@gmail.com

Abstract
Technology has virtually occupied human activities in such a way that many have relied on it in providing solutions to many problems. Language pedagogy is one of the areas where technological-aided or digital tools have continued to prevail, though making language lecturing and learning more interesting. The use of digital tools has proven to enhance language lecturing, and several attempts have been made by scholars to ascertain the perception of lecturers towards the use of technological-aided tools in language lecturing. Many studies have given account on the university lecturers’ perspective on the bases of the advantages and the disadvantages of the use of these technological-aided tools in language. However, this study represents an effort to unveil the university administrators’ view on the use of digital tools, particularly, its impacts on language lecturers who use these tools to teach and also the language students who learn with these tools; and how it improves their language skills. In this scientific study, two hundred university administrators drawn from different universities were randomly selected. Among the two hundred university administrators, one hundred were male and one hundred females. Also, there was no target on a particular language, and the university administrators participated through responding to questionnaire inputs. The 200 university administrators that are polled for the study presented their diverse views; which are purely categorized into what this study described as the impact on lecturers and the impact on the learners. The research findings suggest that digital resources aid language lecturers and learners, the adequate application of these tools is highly dependent on the perspectives of the university administrators towards these tools. The study further indicates that university administrators are extensively embracing digital tools in language lecture halls, and aiming to replace traditional tools with digital tools.

Keywords: Technology, Language learning, Language Pedagogy, University Administrators
1. Introduction

According to Grabe and Stoller (2002), language lecturers have been more open to the use of technology in the lecture hall over the course of the last few decades. This trend can be seen in the instruction of several aspects of language skills, including listening, speaking, reading, and writing. Technology is defined as technical procedures, techniques, or information that is employed for the purpose of performing a job, as stated by the Merriam-Webster Dictionary. On the basis of this description, we define technology in the context of this research as a major instructional tool in language lecture halls in which lecturers have easy access to it, are properly trained for it, and have some discretion in the curriculum, Becker (2000). It is also possible to see it as the accomplishment of a learning target or an instructional goal by the use of certain technological processes, methods, or information. For example, a student may fulfill a speaking assignment by describing an object's attributes in the target language. After completing the work, the student might then record her speech using a digital voice recorder so that she can play it back to her teacher at a later time.

It has been shown that education that is helped by technology is equally as successful as traditional instruction that takes place in a lecture hall setting. Several researchers from the academic community pored through the relevant studies to determine which technologies were used and how well they facilitated language learning. For example, Golonka et al. (2014) conducted a review of the relevant literature and compiled a summary of the study on the advantages of using technology into language education and instruction. As an alternative to providing plain explanations of technologies and the potential uses for such technologies, the researchers decided to focus their attention on empirical studies that give research-based verification of the effectiveness of technology. Also, research has demonstrated that the application of technology in language pedagogy by lecturers is to sustain the rapid pace of technological supremacy in the educational area. This study was carried out by Kumar et al. (2021).

Despite the significant roles that technology play in language instruction and acquisition, the implementation of technology in the lecture hall is ultimately up to the administrators of the respective universities. As a result of this, it is important to take into consideration the attitude that university administrators have towards the use of these technologies by language lecturers and university students. According to Gursel (2006), a university administrator is a person who organizes, coordinates, and inspects work in order to achieve the goals of the university. They also instruct and organize those who work in universities, (Hacfaqzloolu, Karadeniz, & Dalgc, 2011). The implementation of the use of digital technologies within the educational setting is therefore included into the operational plan of the university administration.
2. Literature Review

The rapid expansion of the usage of technology has had an influence on the activities of humans to such a degree that its repercussions have already been felt in the educational institutions. However, since every nation on the planet has come to the conclusion that there is no way to halt the progression of technology, the use of technology in educational settings can now be found in all of the countries on the planet. Because of this, rather than focusing on finding ways to get rid of the use of technology in educational settings, we need to find ways to incorporate it.

2.1 Digital Tools and its Integration in Education Setting

The definition of digital tool has been established by various scholars. According to İŞMAN (2012), digital tool is defined as the utilization of technical processes, methods, or knowledge to accomplish a task within a specific field. Ahmadi (2018) further claim that digital tools are integral components in nearly all aspects of human existence. People of various age groups utilize technology as a part of their routine activities. Hennessy, Ruthven, and Brindley (2005) and Pourhosein Gilakjani (2017) have defined the integration of digital tools as the manner in which educators utilize technology to enhance their performance of familiar tasks and how this utilization can potentially alter these tasks. According to Dokstader’s (2008) definition, digital tools refer to the utilization of technology for the purpose of enhancing the educational setting. The utilization of computer-based assignments provides a means of enhancing lecture hall instruction by affording learners the opportunity to complete tasks electronically, as opposed to utilizing traditional writing implements. According to Pierson’s (1999) perspective, the integration of digital tools can serve as a proficient means of transferring a teacher’s technological pedagogical and content knowledge to their students. According to Gunic’s (2016) assertion, the incorporation of digital tools encompasses more than a mere instructional approach. Eady and Lockyer (2013) assert that these tools are an essential component of the learning process and pose a significant concern for educators, starting from the development of learning experiences to the actual lecturing and learning process. This assertion is supported by their research.

2.2 Digital Tools and Language Pedagogy

For several years, language educators and researchers have utilized technology to aid in language instruction. Nevertheless, a considerable number of academics have conducted investigations regarding the utilization of digital technologies within the academic environment. Salavati (2016) conducted a study on the integration of digital technologies in education, noting that they are utilized as a supplementary tool to the conventional lecturing approach.
Yang (2020) contend that the implementation of technology in educational settings is comparably effective to traditional lecture hall learning. Conversely, Kumar et al (2021) assert that technology offers a wide range of options and has the potential to engage language students, resulting in a more enjoyable and productive learning experience. The growing population of language learners has prompted a consideration of the efficacy of language instruction through the utilization of technology. The utilization of technology in the domains of cinema, radio broadcasting, television, and audio recording has been a persistent phenomenon. The integration of technology has emerged as a crucial element in contemporary society, facilitating student's acquisition of knowledge beyond the confines of traditional lecture hall instruction. Alotaibi and Kumar (2019) and Rana (2013). Shadiev and Yang (2020) emphasized that the utilization of digital tools by language lecturers is contingent upon the pedagogical goals and content characteristics of the subject matter. Therefore, in order for educators to proficiently utilize digital resources, they must take into account the number of students in their class, accessibility of the necessary equipment, and possess the requisite competencies for implementing said tools. Salavati (2016) conducted a study on the utilization of digital technologies in education. The study revealed that due to the swift technological advancements in the educational system, certain technologies became obsolete and were no longer utilized after 2014. Conversely, new technologies emerged and have been implemented in the field in recent years. Certain technologies have been utilized prior to 2014 and continue to be employed presently. Shadiev and Yang (2020) conducted a comparative survey that demonstrated significant variations in technology utilization between different years, specifically before and after 2014. Golonka et al. (2014) argue that Internet forums or message boards are viable tools that can facilitate language learning by providing support for asynchronous online communication between students and lecturers, as well as among peers. The study conducted by Shadiev and Yang (2020) indicate that there is a lack of evidence regarding the utilization of the digital tool mentioned in language pedagogy literature published after 2014. Following 2014, communication in the designated language(s) was facilitated through various technological means, such as instant messaging or social networking platforms, which have gained widespread popularity among individuals of all age groups and are integrated into various aspects of daily life (Behce & Sonay, 2017).

Buket and Semra (2013) posited that digital tools utilized in the education sector have undergone a significant transformation. In the past, overhead projectors, videos, TV sets, and radios were the primary tools employed. However, these have been replaced by more advanced technologies such as computers, projectors, and smart board systems. This shift is undeniable and has occurred in recent times. Smart boards

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are an instructional aid utilized in education that facilitates the utilization of knowledge and skills by both lecturers and students. They enable repetition, interaction with information, and response to instruction. A smart board system comprises of three essential components, namely a computer, a projector, and a panel with an active surface that functions akin to a traditional blackboard. When integrated with a computer system, the smart board and projector are utilized in tandem with a smart board software. According to Dill (2008), this particular software facilitates the incorporation of a plethora of pre-existing drawings, formulas, images, maps, and shapes into lecture hall instruction. According to Smith et al. (2005), smart boards provide various features including the ability to conduct presentations, display videos and graphics, and retrieve previously presented content at a later time. According to Levy's (2002) findings, smartboards offer a range of benefits in the context of education, including the ability to present learning materials and information, clarify complex concepts and ideas, and promote engagement and participation among students during instructional activities.

2.3 Digital Tools and Language Learning

Digital tools have become prevalent tools for accessing information and are widely utilized as educational resources in academic institutions. According to Beatty's (2003) description, computer-assisted language learning (CALL) refers to the utilization of computers in the learning process, which results in the enhancement of language skills. Kumar et al. (2021) posited that the utilization of said tools remains advantageous in contemporary times. They further contended that such tools provide students with multiple opportunities to rely on the language they acquire for purposes beyond mere entertainment. Two review studies have been conducted, one by Duman, Orhon, and Gedik (2012) and the other by Shadiev, Hwang, and Huang (2019). The two studies conducted a review of literature pertaining to mobile-assisted language learning. The study conducted by Duman et al. (2012) involved the analysis of scholarly articles that were published within the period of 2000 to 2012. The aim of the study was to examine the attributes and research patterns of these articles. It was observed that there was a rapid increase in the quantity of studies conducted from 2008 onwards, culminating in a zenith in 2012. The predominant feature observed in the analyzed literature pertained to the pedagogical approach of utilizing mobile devices such as cell phones and PDAs for the purpose of instructing vocabulary.

Research has indicated that the utilization of technology can enhance the academic achievement of individuals learning a language, bolster their drive to learn, and furnish them with more effective modalities for language acquisition. Kumar and colleagues (2021). Iliyasu et al. (2020) provide additional evidence to support this claim through their research
on the implementation of Google Lecture Hall. According to their survey, Google Lecture Hall has been found to improve the process of lecturing and learning. Google Lecture Hall has been found to be a dependable, impactful, and proficient tool in enhancing students' engagement and receptiveness towards the learning process. The utilization of Google Lecture Hall has been observed to transform students from being passive recipients of information to active participants in the learning process. The utilization of online assessments in Google Lecture Hall enables students to conveniently monitor their academic progress, while parents can readily review and track the performance and advancement of their children at their own discretion. The present findings are consistent with those of previous studies (Mafa, 2018; Nizal et al., 2016), which have demonstrated the positive impact of Google Lecture Hall on both lecturing and learning outcomes. The inadequate network infrastructure poses a hindrance to students' ability to utilize Google Lecture Hall effectively, resulting in delayed submission of their assignments.

According to Ahmadi's (2018) assertion, the incorporation of technology into the academic curriculum can enhance the language proficiency of students in various aspects, such as reading, writing, oral communication, and listening skills. A study was conducted by Peregoy and Boyle (2012) with the aim of investigating the effectiveness of technology in enhancing the reading and writing abilities of learners. The findings of this research demonstrated that the utilization of technology tools improved the reading and writing proficiencies of learners due to their ease of use and ability to facilitate faster and more effective learning. The study revealed that learners exhibit greater efficacy in their learning endeavors when utilizing technological tools as opposed to conventional lecturing methods. This is attributed to the Internet's ability to provide a conducive learning environment, thereby affording learners a convenient platform to access educational materials.

Alsaleem (2014) conducted a study on the utilization of WhatsApp applications in English dialogue journals to enhance learners' writing, vocabulary, word selection, and speaking proficiency. The study's findings indicate that WhatsApp has a positive impact on the development of learners' writing skills, speaking ability, vocabulary, and lexical selection. As a result, it can be inferred that WhatsApp is an effective tool for enhancing language proficiency. Godzicki et al. (2013) conducted a study aimed at investigating the levels of motivation and engagement exhibited by students in the lecture hall. The results of this study indicate that the utilization of technology as an educational tool within the lecture hall setting is positively associated with increased student engagement. Technology tools have demonstrated advancements in terms of enhancing accessibility and motivation.
2.4 Challenges in the Use of Digital Tools in Lecture Halls

The utilization of digital tools in language instruction has presented various disadvantages, however, it has facilitated language educators in enhancing their pedagogical effectiveness. Kumar et al. (2021) have provided a summary of the difficulties encountered in the integration of digital tools within the lecture hall environment, as evidenced by their research on the utilization of multimedia resources in the educational sector. The individual expressed the following statement:

The reliance on additional tools: the digital tool serves as a supplementary instructional aid. In the event that educators rely solely on these instructional aids, they may become beholden to these tools and be unable to effectively carry out their crucial role as facilitators for their students. Numerous educators utilize these instruments in their profession, yet they may lack the necessary proficiency to effectively manage them.

The reduced level of engagement between educators and learners is a matter of concern. It has been suggested that language courses necessitate communication exercises (Er, 2013; Hismanoglu & Hismanoglu, 2011). It is imperative for educators to provide instruction to students on proper pronunciation, comprehension of phrases, critical thinking, and effective communication of acquired knowledge. In language courses, the implementation of digital tools may not facilitate sufficient interactions between students and between professors and students. This is due to the fact that auditory, visual, and textual stimuli are crucial in enhancing students' engagement. The system replaces the guidance provided by educators with the use of computerized audio and visual analysis. This situation results in limited opportunities for learners to engage in interactions.

The curtailed provision of live instruction: The lecturing of language necessitates a substantial amount of discourse between educators and learners involving inquiries and corresponding replies. According to Abdulrahaman et al. (2020) and Tamburini (1999), educators facilitate real-time questioning to enhance their students' critical thinking and problem-solving skills. Lecturers employ digital technology to create predetermined language lecturing software, which may not be efficacious in lecture hall settings and may preclude students from offering feedback to their lecturers. The approach disregards the element of impromptu thought process among students, thereby augmenting their capacity to acquire knowledge and tackle problems.

The utilization of digital tools in a lecture hall setting has been observed to facilitate rapid comprehension of subject matter among students. However, this approach has been found to impede the development of abstract thinking and logical reasoning skills. According to Healey et al. (2008), the acquisition of knowledge involves a progression from
perception to rational development. This progression fosters critical thinking and autonomous learning, while simultaneously enhancing positive interactions. It is imperative for educators to acknowledge that knowledge plays a pivotal role in the learning process, particularly in distinguishing between perceptual and cognitive perceptions. Contemporary learners have expressed apprehension regarding the diminishing efficacy of the information acquisition process. The substitution of textual terms with sound and picture, as well as the replacement of keyboard input with handwriting, is observed. The use of tools in language education should be viewed as supplementary and not a substitute for the authority of the lecturer.

According to Panthee (2012), the utilization of digital tools in language instruction is an expensive and ineffective approach for delivering language lessons. While it may enhance the efficacy of education, it also results in escalated expenses. Typically, the expenses encompass hardware, software, workforce, and education for a minimum of one interconnected computer laboratory that serves as a shared workspace for educators and learners. Due to limited financial resources allocated to language universities, it is unfeasible to implement this in every language lecture hall.

2.5 Gap in the Literature

This research supports other studies that looked at or developed various strategies for lecturing and learning languages using technology. This current research varies from other studies in that it examines the effectiveness of these tools from the viewpoints of university administrators rather than from that of the learners. It is important to highlight that this research will reveal university administrators’ perspectives on the use of digital technologies in language education as well as their opinions on how these tools affect students’ language skills.

2.6 Problem Statement

The opinions of university administrators on lecturing techniques are one area that is expanding quickly as it attempts to satisfy the need for a new breed of students who can efficiently utilize the developing e-learning system and offer unique ways to the study of languages. Technology integration in universities, according to Yu & Darrington (2006), can only be successful if it begins from the administrators’ point of view. In order to learn more about creative ways, particularly the utilization of digital resources, language education officials must include the lecturers’ perspectives into the regular lesson plan.

2.7 Research Questions

The research questions listed below serve as the foundation for this study’s relevance:
a. What are the opinions of University Administrators on the use of
digital resources in language lecturing?
b. What are the opinions of University Administrators on the effects of
the usage of digital technologies on students' linguistic skills?
c. To what degree does the University Administrators feels on the
integration of Digital tools in the lecture hall setting

2.8 Research Objective

This research investigates the use of digital technological-aided tools in
language lecturing. In an effort to determine how these technologies
were able to affect students' language abilities, it also examines the
perspectives of university administrators on the evaluation of the usage
of various digital tools in language learning.

3. Method and Procedure

A. Study Approach

Due to the specificity of the subject matter that was being investigated,
a descriptive-analytical approach was chosen for this research, and a
quantitative method was used in order to assess the collected data.
Random selection was used to choose two hundred university
administrators from among those who utilize digital communication
networks.

B. Study Community

Two hundred university administrators were selected at random from a
variety of places around the world, utilizing digital communication
methods to take part in the survey. Nevertheless, these university
administrators who took part in the study are currently performing their
role as the university authority in different universities between the
period of December, 2022 and April, 2023, when this study was
carried out.

C. The Study Sample

In this study, the researcher used ‘straightforward methods of random
sampling that are easily accessible online (Al-Awawdeh, 2022). There
were two hundred administrators from universities speaking a variety of
languages. The data collection for the online survey was handled using
Google Forms, which was used for the administration of the survey. The
table that follows provides an illustration of the characteristics of the
population that was used for the sample, taking into consideration a
number of important aspects.
Table 1: Demographic Variables

<table>
<thead>
<tr>
<th>Categories</th>
<th>Sub-categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>100</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>100</td>
<td>50%</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>1-10 years</td>
<td>168</td>
<td>84%</td>
</tr>
<tr>
<td></td>
<td>11 years or more</td>
<td>32</td>
<td>16%</td>
</tr>
</tbody>
</table>

D. Study Tools

A Five-points questionnaire based on the Likert Scale was given to each and every participant in the research. The questionnaire has three key elements. The first section is dedicated to discussing important factors in usage of digital tools. The second section of the survey supports the perspectives held by the university administrators about the integration of technological devices into the instructional setting. The third consideration is to the effects that using these technologies in the lecture hall has not only on language lecturers but also on the students who are enrolled in such classes.

E. Method of Data Analysis

For the purpose of evaluating the values provided by the respondents across the various questionnaire inputs, statistical tools such as graphs and tables were used. The replies to the questionnaire were used to determine frequencies and percentages, which were then entered into the system.

4. Result and Discussion

The questions in the second part of the distributed questionnaire are contained in the figures and tables below; which are the frequencies and percentages of the responses of the participants. The questions were developed to attend to the three main research questions which this work aims to answer.

A. What are the opinions of University Administrators on the use of digital resources in language lecturing?
Table 2: Digital Tools and Language Pedagogy

<table>
<thead>
<tr>
<th>Question Variables</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>SD</th>
<th>D</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I find digital tools helpful in language lecturing.</td>
<td>47.5%</td>
<td>37.5%</td>
<td>6%</td>
<td>4%</td>
<td>5%</td>
<td>3.93</td>
<td>1.142</td>
</tr>
<tr>
<td>2. I have the appropriate infrastructure and set-up required for the use of technology in my university</td>
<td>44.5%</td>
<td>40%</td>
<td>5%</td>
<td>8%</td>
<td>2.5%</td>
<td>2.57</td>
<td>1.291</td>
</tr>
<tr>
<td>3. Integration of digital tools should be adopted in the lecture hall setting.</td>
<td>44.5%</td>
<td>37.5%</td>
<td>7.5%</td>
<td>5.5%</td>
<td>5%</td>
<td>3.96</td>
<td>1.152</td>
</tr>
</tbody>
</table>

SD=Strong Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree.

The above table provides a clear understanding of how the university administrators feel on the effective use of digital tools in the educational setting. From the presentation, it can be deduced that over 50% of the university administrators affirm that digital tools are prominent and helpful in regard to language lecturing. This result however, indicates how passionate the university administrators feel about the use of these tools in the lecture hall; in that the university administrators may only make these tools available to the university if there are passionate about technological-aided tools in language lecturing, Ertmer et.al (2012).

Also, about 15% of the study sample reject the idea that digital tools can actually help in lecturing language. This result confirms that some factors can deter effective use of digital tools. One of the factors identified is the availability of these tools and set-up requirements. While 80% of the university administrators confirmed that the aforementioned factor hinders the use of digital tools in lecturing students, the remaining persons argued refuted this claim. This result proves that effectiveness of the use of digital tools in language lecturing is also dependent on the availability of these tools and the technical knowledge required in handling them. This finding suggests that university administrators may not be anxious concerning the use of technology at university because of non-availability of digital tools; which may be traced to lack of fund.

The third result shows that despite the challenges that are associated with the use of digital tools, a greater percentage of university administrators affirm that digital tools should be incorporated in the lecture hall setting. About 70% of the university administrators accepted that digital tools should be integrated in the lecture hall setting, while 18% of the university administrators rejected the idea. From the above presentation, it can be deducted that a greater percentage of the university administrators embrace the idea of using digital tools in lecturing students. Also, the idea that digital tools should be integrated in the lecture hall setting, indirectly reveal that some university administrators have already incorporated this lecturing method in their
educational setting. And with the experience derived from the impacts of this tool, they were able to suggest its use.

B. To what degree does the University Administrators feel that the integration of digital tools is effective in the lecture hall setting?

Table 3: Integration of Digital Tools in the Lecture Hall Setting

<table>
<thead>
<tr>
<th>Question Variables</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>SD</th>
<th>D</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use of digital tools complements traditional resources used in language lecturing.</td>
<td>54.5%</td>
<td>25.5%</td>
<td>5.8%</td>
<td>4.2%</td>
<td>10%</td>
<td>3.91</td>
<td>1.229</td>
</tr>
<tr>
<td>2. All the lecturers know how to use digital tools in lecturing language to students</td>
<td>10</td>
<td>5.5</td>
<td>11.55</td>
<td>53.5</td>
<td>19.5</td>
<td>2.62</td>
<td>1.108</td>
</tr>
<tr>
<td>Use of digital tools in lecturing should replace traditional language lecturing tools.</td>
<td>9.5</td>
<td>10.5</td>
<td>11.5</td>
<td>43</td>
<td>25.5</td>
<td>3.27</td>
<td>1.295</td>
</tr>
</tbody>
</table>

The result from the first question of the above table reveals the fact that many university administrators affirm that digital tools are there to complement the already existing traditional resources; rather than to replace them. From the result above, 80% of university administrators affirm to this assertion, and this, however, validate the claim by Burket and Semra (2013) that digital tools make teacher’s task to be easy. Instead of using traditional chalkboard to teach students, language lecturers can use smart board; a software that allows the use of many ready-made drawings, formulas, images, maps and shapes during class (Dill, 2008). Meanwhile, 20% of the university administrators refute the claim that digital lecturing tool is not used to complement the traditional lecturing method.

The responses from the second question indicate that even though, majority of university administrators advocate for the use of digital tools in lecturing language, majority of lecturers who make use of these tools to teach are not highly conversant with these tools. While 15.5% of the university administrators affirm that language lecturers know how to use these digital tools to teach, over 50% of the university administrators refuted this claim. It can be deduced that this result may have adverse effect on the advocacy of the integration of digital tools in lecture hall setting.

From the responses presented in the third question, it indicated that even though university administrators applaud the use of digital tools the lecture hall setting; these tools should not replace the traditional language lecturing tools. While over 50% of the university administrators accepted that use of lecturing language using digital tools should not replace the traditional one, 20% of the university administrators rejected this idea.
C. What are the opinions of University Administrators on the effects of the usage of digital technologies on students' linguistic skills?

Table 4: Impact of Digital Tools on Student Language Skills

<table>
<thead>
<tr>
<th>Question Variables</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>SD</th>
<th>D</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use of digital tools improves students' oral proficiency.</td>
<td>50%</td>
<td>35%</td>
<td>2%</td>
<td>5.4%</td>
<td>5.5%</td>
<td>2.61</td>
<td>1.330</td>
</tr>
<tr>
<td>2. Students who learn language know how to use digital tools.</td>
<td>45%</td>
<td>41%</td>
<td>5%</td>
<td>5.5%</td>
<td>3.5%</td>
<td>2.45</td>
<td>1.141</td>
</tr>
<tr>
<td>3. Students are easily distracted while using digital tools.</td>
<td>45%</td>
<td>35%</td>
<td>8%</td>
<td>7.9%</td>
<td>4.1%</td>
<td>3.01</td>
<td>1.109</td>
</tr>
</tbody>
</table>

The above presentation reveals how the university administrators views the impact of the use of various digital tools by students learning language. The result from the first question reveals that student's language skills can be improved with the use of digital tools. This is concluded from the responses of the participated university administrators. However, over 50% of the university administrators affirm that students can attain good oral proficiency, reading and writing skills with the use of digital tools. On the other hand, 11% of the participants rejected this claim. The implication of this finding is that language students may no longer rely heavily on the teacher to learn how to another language, but can depend on the digital tools at their disposal to learn it. Also, more than 70% of the university administrators accepted that students know how to use various digital tools. However, 9% of the participants availed that students are not conversant with these tools. This implies that student can encounter technological problems when using technology because of their skills. The last part of the question shows that students are highly distracted when making use of these tools. While over 60% of the university administrators affirm to this assertion, 12% of them rejected this claim.

D. Conclusions and Implications

The presented and analyzed data unveiled the views of university administrators, on the importance of the use of digital tools in the lecture halls. The findings suggest that a majority of university administrators, specifically over 50%, acknowledge the prominence and utility of digital tools in the context of language instruction. The aforementioned outcome suggests the degree of enthusiasm exhibited by university administrators towards the incorporation of technological tools in language instruction. It is noteworthy that the university may only provide access to such tools if there exists a fervent interest among the administrators in their implementation, as posited by Ertmer et al. (2012).

Approximately 15% of the study's participants expressed scepticism regarding the efficacy of digital tools in facilitating language instruction. The aforementioned outcome validates the notion that certain variables
have the potential to impede the efficient utilisation of technological resources. The availability of tools and the associated set-up requirements have been identified as one of the factors. According to 80% of the surveyed university administrators, the factor in question poses a hindrance to the utilisation of digital tools in the process of imparting knowledge to students. However, the remaining respondents contested this assertion. The aforementioned outcome demonstrates that the efficacy of utilising digital resources in language instruction is contingent upon both the accessibility of said resources and the technical proficiency necessary to operate them. The present discovery implies that university officials may not exhibit apprehension towards the implementation of technology within the university setting due to the unavailability of digital resources, which may be attributed to insufficient financial resources.

The findings suggest that while a significant number of university administrators endorse the integration of digital tools in language instruction, a considerable proportion of instructors who utilise these tools exhibit limited proficiency in their operation. According to the findings, a minority of university administrators (15.5%) acknowledge the proficiency of language lecturers in utilising digital tools for instructional purposes, whereas a majority (50% or more) of university administrators dispute this assertion. It can be inferred that this outcome may have unfavourable implications for the promotion of the incorporation of digital technologies in the context of classroom instruction.

The study's results provide additional evidence that, despite the endorsement of digital tools by university administrators in lecture hall settings, these tools should not supplant traditional language lecturing tools. A majority of university administrators, comprising over 50%, acknowledged that the utilisation of digital tools to deliver lectures should not supplant traditional methods. However, a minority of university administrators, constituting 20%, expressed dissent towards this notion.

5. Conclusion

This research has shown that the opinions of the university administrators on the usage of different digital tools in language pedagogy matters a lot. The university administrators' opinions can be said to be one among many factors that affect the integration of digital tools the lecture hall setting; particularly, in using these tools to teach students. The availability of these tools is dependent on the attitude of the university administrators towards technological-aided tools in the educational setting. For instance, university administrators who are anxious on the use of digital tools advocate the use of these tools in
every lecture hall. Despite how effective these tools seem to have, it can be deduced from this study that many factors can deter the functionality of these tools. This can be seen from lecturers’ and student’s side. Lecturers and student may find it hard to use these tools due to lack technical knowledge. Learners are more likely to have unfavorable opinions of technology and squander their time if help is not delivered in a timely manner and if it is relevant to their needs. As a result, there is a need for providing quick feedback in the event that there are technical problems. In addition, there must be sufficient time allotted for both lecturers and students to get training on the use of digital tools, how to make better use of them, as well as the benefits and drawbacks of using them.

Bibliography


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