Utilizing ICT in EFL Classroom Teachers' Perspective:

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Utilizing ICT in EFL Classroom Teachers' Perspective:


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A Case Study of Secondary Schools, Wad Medani Locality, Gezira State, Sudan (2017)

Mohammed Omran Mostafa Ahmmed

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Date: October/ 2017
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Date of Examination: / October /2017
DEDICATION

To my parents and my family
ACKNOWLEDGEMENTS

I am heartily thankful to my main supervisor, Dr. Abdul Gadir Mohammed Ali Adam whose encouragement, guidance and support enabled me to write and understand this thesis.
ABSTRACT

Technological tools can be utilized in teaching. Each technological tool has its specific benefits and application with one of the four language skills (speaking, listening, reading, and writing). This study aims at integrating technology in EFL classroom teaching and learning, increasing EFL learners’ motivation through using technology in classroom, motivate EFL students desire to use of technology, especially computers, encouraging FFL teachers use different technological devices in classroom and improving EFL learners’ vocabulary, fluency, and comprehension through computer programs. The study adapts the descriptive analytical method. Questionnaire was used to collected data which was given to (50) teachers at Madani locality secondary school level. Then they were analyzed by using (SPSS) program. The analyses lead to a number of findings: EFL learners can be motivated through using technology in the class, EFL teachers don’t have the required knowledge of how to use information technology in ELT teaching, Computer-based teaching activities make the lessons more enjoyable, using ICT in EFL teaching and learning develops learners’ performance and save time and effort, students understand language better when the teacher uses technology in the class and. ICT is suitable for EFL syllabus goals. Based on the previous findings the study recommended that: Students should able to communicate through technology, provision of training which is a key factor in both changing attitudes and encouraging teachers to incorporate technology in their instruction is highly recommended. EFL learners should be motivated by using technology in the class, Computer-based teaching activities should be practiced to make the lessons more enjoyable, students should use ICT devices to understand language better and EFL teachers should have knowledge of how to use information technology in ELT teaching, Teachers exposed to ICT use should be given more time to learn and be comfortable with the use of ICT.
استخدام الأدوات التكنولوجية الحديثة في فصول اللغة الإنجليزية كلغة أجنبية من وجه نظر المعلمين:

محمد عمران مصطفى محمد

ملخص الدراسة

يمكن استخدام أجهزة التكنولوجيا الحديثة في تدريس اللغة الإنجليزية كلغة أجنبية، أي من أدوات التكنولوجيا لها فوائدها وتقلباتها الخاصة مع كل واحدة من مهارات اللغة الأربعة (التحدث، الاستماع، القراءة والكتابة). تهدف الدراسة إلى استخدام الأجهزة الإلكترونية في تعليم اللغة الإنجليزية كما تهدف إلى تحفيز الطلاب على تطوير مهارات اللغة الإنجليزية. تهدف الدراسة أيضاً إلى تشجيع الطلاب إلى استخدام برامج الكمبيوتر الحديثة في تطوير المفردات اللغوية. هدفت الدراسة أيضاً لتمكين طلاب اللغة الإنجليزية كلغة أجنبية من استخدام الأجهزة الحديثة في تطوير الطلاقة في الكلام. اتبعت الدراسة المنهج الوصفي التحليلي، كما استخدمت نظام الاستبانة لجمع المعلومات من (50) معلم لغة إنجليزية بمحلية مدني بولاية الجزيرة السودان. تم تحليل الاستبانة إحصائيا بنظام (SPSS). وبعد تحليل الاستبانة وصلت الدراسة إلى أن استخدام التكنولوجيا يحفز الطلاب للتوصل باللغة الإنجليزية كلغة أجنبية معظم المعلمين ليس لديهم الخبرة في استخدام التكنولوجيا الحديثة في عملية التدريس. وسائل التقنيات الحديثة تساهم أهداف مقررات اللغة الإنجليزية كلغة أجنبية. توصي الدراسة بتحفيز الطلاب على التواصل خلال استخدام التقنيات الحديثة، يجب توفير التدريب المناسب على تلك التقنيات المختلفة المرتبطة بالتدريس والعملية التعليمية والتعليمية. والذي يعتبر من أهم العوامل التي قد تؤدي إلى تغير جذري في مفاهيم المعلمين وتشجيعهم على تضمن التقنية فعليا فيما يقدمونه من محاضرات. كما أوصت بإعطاء الطلاب فرصة في استخدام الأجهزة التكنولوجية وكيفية استخدامها في عملية التدريس، كما توصي الطلاب بتعلم استخدام الأجهزة الحديثة في الأنشطة اللغوية التعليمي. أوصت بتدريب المعلمين على استخدام الأجهزة الحديثة واستخدامها في العملية التعليمية. التقنية. تجري ضر المعلمين لاستخدام وسائل التقنيات الحديثة يجب أن يتضمن الوقت الكافي للمزيد من التعلم والارتجاح في استخدام وسائل التقنية الحديثة.
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CHAPTER ONE

INTRODUCTION

1.0 Background

Human life nowadays is influenced by information communication technology. Technology plays an important role in today’s human society development. Based on this fact, it is possible to take advantage of the modern technological facilities in aiding the task of English language teaching.

Students who learn English as a foreign language need further language support. They need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills. For doing such tasks, they are in need of using various tools which can help them learn the language easily and effectively.

New Technology includes communication techniques for language teaching in which the personal computer plays a central role. There are, however, other technological tools that can be utilized in language learning besides computers. Each technological tool has its specific benefits and application with one of the four language parts (speaking, listening, reading, and writing). However, in order to use these techniques successfully, the EFL student should be familiar with using computers and internet, and capable of interacting with these techniques.

Students may have a chance to see the real world in the classrooms and they can be motivated easily. Ellis (1994) points out that creating challenging tasks and activities motivate the language learners. Effective language teachers should be enthusiastic and creative because language learners can lose their motivation and desire easily. Movies, music and different materials can help students’ psychological and social improvement. Therefore use of technology, online / distance education may provide a good opportunity to develop and create different, enjoyable tasks in EFL classrooms. Demiray (2009) thinks that distance education has a great potential for global learning and it can offer new and active learning environment for language learners. Usun and Kömür (2009) claim that distance education and e-learning technologies can be used in ELT programs to motivate the students.
Moreover, when language learners have desirable and real communication factors, they can develop their language skills in the classroom. Using computers and every kinds of technological equipment gives students the sense of freedom and encouragement. With the help of technology students can be active, motivated and involved in language learning process. High quality of authentic materials and low price can be other advantages of technology and increase the popularity of distance education. Crystal (1997) assumes that educational technology takes a great role in EFL classrooms because of the current position of English as a global language. However, the effect of technology has become huge in teaching and learning the language in addition to the instructor's role. In other words, the role of the instructor together with the role of the technology can lead to advanced learning results. This research aims to highlight the role of using modern technology in teaching English as a foreign language. It discusses different approaches and techniques which can assist English language students to improve their learning skills by using technology.

1.1 Statement of the Problem

The use of technology in education has been increasing rapidly nowadays but it should reach many students in order to be more effective. Technology provides wide opportunities for language learners as a facilitator for their learning inputs. EFL students often seem uninterested in learning the language. One of the most important reasons is the lack of enough motivation. This is true for the students of the English. One of the reasons for their failure can be their lack of motivation. This study aims to encourage the integration of technology in EFL classroom to increase their motivation for learning English language.

1.2 Objectives of the Study

This study aims to fulfill the following objectives:

1- To integrate technology in EFL classroom teaching and learning.
2. To increase EFL learners’ motivation through using technology in classroom.
3. To generate EFL students desire to use of technology, especially computers.
4. To encourage EFL teachers use different technological devices in Classroom.
5. To improve EFL learners’ word vocabulary, fluency, and comprehension of the students through computer programs.

1.3 Research Questions

This research tries to answer the following questions:

1. What is the usefulness of integrating technology in EFL classroom teaching and learning?

2. Is technology a good motivator in EFL classes?

3. Are EFL students prefer the use of technology in their learning?

4. Should language teachers use different technological devices in order to increase their students’ achievement?

5. What are the roles of reading-based computer programs?

1.4 Hypotheses of the Study

The followings are the hypotheses of the study which will be tested on the basis of the results:

1. It is effective to integrate technology in EFL classroom teaching and learning.

2. Using technology in EFL classes teaching and learning motivates students.

3. Most of the EFL students prefer the use of technology, especially computers.

4. Using different technological devices help teachers to increase students’ achievement.

5. Using reading-based computer programs improves the word vocabulary, fluency, and comprehension of the students.

1.5 Significance of the Study

This study will be significant for all those who are involved in the process of learning and teaching. And in particular, those who are concerned with EFL teaching and learning. The study is hopefully being significance despite the fact that the use of technology nowadays is demanding of both time and money.
1.6 Methodology

The study will use the descriptive analytical method. The researcher will use a questionnaire as a tool to collect the data from the EFL teachers at secondary level, then it will be analyzed statistically with SPSS Program.

1.7- Limits of the Study

This study will be limits to how utilizing (ICT) is more effective and learning in EFL teaching and learning. A case study Madani Locality secondary schools, Gezira State, Sudan, (2017).

1.8 List of Approbation

ICT: Information Communication Technology
EFL: English as Foreign Language
CALL: Computer Assisted Language Learning
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter investigates the values utilizing technology in EFL classroom. It also investigates the effectiveness of different kinds of equipments that improve students’ language performance. It also casts light on effective techniques that stimulate EFL students to use new technology in classrooms.

2.1 Using Technology in EFL Classroom

Technology plays an important role in today’s human society development. Based on this fact, it is indispensable to take advantage of the modern technological facilities in aiding the task of English language education. Students trying to learn English as a second language need further language support. They need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills (Ybarra and Green, 2003). For doing such tasks, they are in need of using various tools which can help them learn the language easily and effectively.

The term New Technology includes communication techniques for language teaching in which the personal computer plays a central role (Davies and Hewer, 2012). There are, however, other technological tools that can be utilized in language learning besides computers. Each technological tool has its specific benefits and application with one of the four language parts (speaking, listening, reading, and writing). However, in order to use these techniques successfully, the EFL student should be familiar with using computers and internet, and capable of interacting with these techniques.

The effect of technology has become huge in teaching and learning the language in addition to the instructor's role. In other words, the role of the instructor together with the role of the technology can lead to advanced learning results.
2.2 The Need for Integrating Technology

Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event, (Jacobs, 2009). The process of learning and teaching languages has become a reciprocal system in which five components are very important to achieve the objectives of learning a language. Those components are: “students, a teacher, materials, teaching methods, and evaluation,” (Kitao, 1997). Although these elements have a crucial role in the educational curriculum. Kitao (1997) expresses that since the 1970’s, some changes have focused on making learners the center of the language learning, so teachers have had to adapt their teaching methods and materials to students’ characteristics and needs. Kilickaya (2004:74) claims that “nowadays, teachers debate how to incorporate materials in an EFL classroom that fit students’ traits. Some materials that teachers usually incorporate are video and audio tapes, slides, and visual aids.”

According to Cakir (2006:51), language learning is a process that must be associated with technology because this issue is the result of providing aid to people needs. Therefore, technology is used by teachers according to the teaching situation. In addition, Kitao (1997:8) argues that with the expansion that technology has had, visual material and audio material have become meaningful elements for teachers to keep in mind when planning their teaching lessons. Moreover, materials are available everywhere, but teachers have the challenge to be able to work with technology and to evaluate what materials select to guide students in the learning process. On the other hand, Tomlinson (2012:120) emphasizes on making a distinction between CALL materials which are those materials available from internet, online courses, and computer software; from ICT resources that can be the medium to use audio-visual materials.

Based on the article in discussion, Mathew and Alidmat (2013:83) conclude in their research that using audio-visual material in the classroom is useful for teachers. Develop interesting language classes, and motivate and engage students to focus on the language learning process to succeed, regarding to audio-visual materials, the use of visual aids as flashcards guide learners to figure out information, understand ideas, and generate predictions about the topic (Canning, 2000). On the other hand, Fisher (2003:62) points out that the use of slides or Power Point presentations have increased because they are helpful material that can be used for teaching, for practice, for games, and for reviews. Fisher (2003) describes slides as presentation software that allows
including text, images, and sounds in the same place. Moreover, Power Point comes in Microsoft® packages that are commonly found in computers and laptops. Equally important is to mention the purposes of using audio-visual material when teaching a foreign language in the classroom. Leyla (1995:71) to list a group of purposes that teachers must take into account when planning to use audio-visual materials:

1- Materials provide economy in time and speech .2- Materials simplify the course
3- Make the course vivid and clear 4- Materials increase students’ interest and motivation 5- Materials help to explain complex explanation easily .6- Materials create desire of learning 7- Materials make abstract concepts 8, concrete materials enrich the course and 9- Materials provide the chance for practicing on subjects

2.3 The Advantages of Using Audio-Visual Material

Canning (2000:68) considers that the use of visual aid and videos improve language learners’ comprehension, hold students interest, and help learners to understand ideas. Kilickaya (2004:36) cites Matsuta (n.d.) to claim that audio-visual material not only improves learners’ comprehension but also guide beginning students to be familiarized with authentic materials, so they do not feel frustrated in their learning process and feel comfortable in the learning environment. , Mathew and Alidmat (2013:74) state in their research that “native speakers’ accent, rhythm and intonation” found in most of the audio-visual materials represent a barrier in students’ learning progress, because it is difficult for learners to understand what they are listening to. However, learners should have the opportunity to be exposed to audio-visual material from native speakers since they begin the language learning process in order to develop listening skills which help them to learn the language easily. Canning (2000:97) describes video as the material which helps learners to make connections among images, words and meaning. Arthur (1999:52) to illustrate an appropriate definition about the use of video as audio-visual material.
It is also essential to mention the advantages of using audio-visual material for teaching languages. For instance, Canning (2000:97) considers that the use of visual aid and videos improving language learners’ comprehension, hold students interest, and help learners to understand ideas. Kilickaya (2004:84) cites Matsuta (n.d.) to claim that audio-visual material not only improves learners’ comprehension but also guide beginning students to be familiarized with authentic materials, so they do not feel frustrated in their learning process and feel comfortable in the learning environment. Mathew and Alidmat (2013:33) state in their research that “native speakers’ accent, rhythm and intonation” found in most of the audio-visual materials represent a barrier in students’ learning progress, because it is difficult for learners to understand what they are listening to. However, learners should have the opportunity to be exposed to audio-visual material from native speakers since they begin the language learning process in order to develop listening skills which help them to learn the language easily. Canning (2000) describes video as the material which helps learners to make connections among images, words and meaning. Arthur (1999:63) to illustrate an appropriate definition about the use of video as audio-visual material:

"Video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability; can strengthen audio/visual linguistic perceptions simultaneously; can widen the classroom repertoire and range of activities; can help utilize the latest technology to facilitate language learning; can teach direct observation of the paralinguistic features found in association with the target language; can be used to help when training students in ESP related scenarios and language; can offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening."

Moreover, integrating video with technology as the learning lab, CD-ROM, and computers helps students to be active learners in their classes. In addition, Cakir (2006) comments that the use of video has become important in language classes because of the development of communicative techniques that have found in this kind of material a way to stimulate and challenge students in
the learning process and to scaffold comprehension. Cakir (2006:82) says that some disadvantages of using audio-visual material could be the cost, inconvenience and maintenance of the technology, and sometimes the quality of the audio, the images, and the copies.

In addition, Canning (2000:98) claims that “visuals are ineffective in the learning process when the visual is too small; when the visual or video uses stereotypes; when the visual or video is a poor reproduction; when the picture is too far away from the text illustration; when the video has irrelevant captioning; when the video or visual offers too much information related or unrelated to the picture; when the video or visual is poorly scaled; and when the picture is not esthetically meaningful. Landrum and McDuffie (2010) claims that, learning styles have been present in education for more than forty years, and it has been a questionable theory for all this time, also, these styles describe different conditions of the process of learning as combination of environmental, emotional, sociological, physical and psychological aspects that give positive or negative conditions to acquire the knowledge. According to Gardner (1985:213) there are three types of learning styles. The first is the visual style, in which EFL learners have to see body language, and facial expressions to understand the lesson. The second is the auditory style, in which EFL learners learn better through verbal lectures, discussions and speaking activities. In the third style, the kinesthetic, EFL learners learn better through their hands actively exploring the world around them.

It is important to highlight that audio-visual material have become useful for teachers to plan and develop their language classes because those materials give support to students in their language learning process. However, teachers could not generalize this type of material in all their classes because teachers must keep in mind that all learners are different; it means, learners have different learning styles, so teachers need to bear in mind these differences when planning a lesson.

Although the language laboratory was a positive step in linking technology and language education, this technique was actually tedious and boring for learners (Singhal, 1997:84). Also, there were minimal interactions between the teacher and his students. Computer assisted language learning (CALL) software has provided another teaching tool for second language education. The use of computers in English language classroom is useful for both teachers and learners. Currently, there are numerous software application programs available such as
vocabulary, grammar and pronunciation programs, spelling check utilities, electronic workbooks, reading and writing programs, and different learning packages to assist instructors in creating tutorial exercises to enhance their English language courses.

2.4 English Language Skills

We mean by English language skills, the development of the main parts or elements of the language which are speaking, listening, reading, and writing. Each language subject or area has different educational tools that are likely suited with it. In the following sections, it will be focused on the effect of using technology with each of the English language skills.

2.4.1 Listening

Listening is defined as the process of identifying and understanding the speech of the speakers. It involves understanding the speaker’s accent or pronunciation, speaker’s grammar and vocabulary, and comprehension of meaning (Saricoban, 1999). The listener should be capable of doing these four things at the same time. Therefore, listening is very important in the process of second language education. Listening is considered as a principal language skill. Through listening people can acquire a large portion of their education, their information, their ideas, and their understanding of the world. As an input skill, listening plays a vital role in student’s language development

2.5 The Importance of Using Technology in the Language Class

Brown, (2001:143) illustrates that: As a matter of fact, computer technology is the greatest technological tool to empower students’ language learning because with computers learners can access different applications like internet, email, software, games, speech processing, digital videos among others which gives them the access to different authentic materials, sources and tools that will motivate them to learn and use English. However, technology is needed in every class room and in every student and teacher’s hand because it is the pen and paper of our time, and it is the lens through which we experience much of our world” (as cited in Rao, 2012:1). There are many advantages in using technology in the language class. For example, it makes the learner more interested about the subject, it decreases learning time, and it provides opportunities to learn in non-traditional ways. The resources for teaching have significantly changed and
technology is transforming the way students learn. Students show more interest in classes in which technology is used as a primarily resource that those that use the traditional methods. In higher education settings this is not the exception. There is more and more evidence that using technology tools in EFL classes at university level increases language improvement. This is true in the case of the different programs that Universidad Nacional and Universidad de Costa Rica have included technology in their classes. Costa Rica’s educational programs have been adapting their curriculum in order to implement the use of technological resources in the classes. Through different studies it is seen that there are differences between traditional classroom environments and classes where technology is used. Since, in most of the cases, students show more interest when technology is implemented in their classes, there is not a doubt that incorporating this tool increases students’ language improvement. Richards and Renandya (2002:361) affirms that language teachers are exploring the potential the new technology has to offer to language learning, “we should not lose sight of the fact that it is the teacher, not the technology, who determines the quality of the learning that takes place in the classroom.

2.6 Use of Computers

The use of computers in listening problems provides students with visual and voice inputs which can enhance their information and ideas, and develop their listening skills (Hoven, 1999). Computer-based listening tests are very important in reinforcing the understanding skills of the listener. CD-ROM based learning films can also provide significant advantages over the traditional methods. Finally, Internet voice chatting using the second language may also aid the communication capabilities of the student.

2.7 Broadcasting

Listening to TV and radio educational language programs is another technical way for developing the understanding ability. However, the listening student should be careful in selecting the specific programs that are suitable for his/her needs. News satellite TV channels, like the BBC, are also useful for practicing with audio and video media.
2.8 Use of CD-Players

The use of CD-player devices is another modern tool for listening comprehension. CD-players are electronic instruments used specifically to run audio CD-ROMs. Lectures and listening examinations can be saved on these audio CDs for latter use by the EFL student.

2.9 Use of Tap-Recorders

Tap-recorders are one of the oldest technical listening tools, and their use is rapidly decreasing now a days. However, they are still be utilized in certain cases and are attached with some English language learning text-books.

2.10 Reading

Reading is the process of understanding a written text by the learner. It is an important input skill which depends on the vocabulary and background knowledge of the learner in the second language (Constantinescu, 2007). During the reading process, the English language learner can improve his vocabulary and terms, acquire new information and ideas, and enhance his real-world knowledge. Several methods can be utilized to improve the reading ability of the learner through the use of technology. Some of them are summarized below.

2.10.1 Use of Computer Reading-Based Programs

Computers can raise the interest of reading for learners by the use of simple and easy to understand text. Reading-based computer programs can be used to improve the word vocabulary, fluency, and comprehension of the students. This also can enable EFL students to increase their interaction with texts, pay their attention to individual needs, and enhance their abilities to read texts they would not otherwise be able to read (Ybarra and Green, 2003). Computers can perform several tasks simultaneously and run programs at a very high speed. Learning computer programs can check exercises after they are performed by students, move students gradually from easy to more difficult problems according to their abilities. Computers can also be used to correct answers for the learners, and to simulate tests in an easy to understand manner.
2.10.2 Use of Multimedia Software

Multimedia are computer programs that use a mixture of text, graphics, sound, video, and animation. Multimedia computer programs can increase the motivation for learners to develop their vocabulary and reading skills.

2.10.3 Browsing the Internet

The Internet is certainly a modern technological way for persons hope to develop their English language skills. There are many Internet web sites prepared solely to enhance the reading abilities of English language learners. There are also a huge number of resources available in the form of newspapers, magazines, journals, electronic libraries, dictionaries, encyclopedias, and newsletters (Kenworthy, 2004). Browsing these resources and sites will obviously enhance the learner's vocabulary and reading ability.

2.10.4 Use of Electronic Dictionaries

Another modern way for improving the vocabulary of the learner focuses on the utilization of electronic dictionaries designed specifically for English language learners. These dictionaries have several built-in functions and tools that are not provided in book dictionaries (Constantinescu, 2007). Electronic dictionaries are also easy to use and represent quick tools for vocabulary acquisition.

2.10.5 Reading CD-ROM Based Newspapers

Compact discs (CDs) can be used to store large amounts of information digitally. For example, all the articles published in one newspaper for one whole year can be stored on a single CD. Besides, a searching computer program can locate any subject or article on the CD within few seconds (Seedhouse, 1994). Newspapers which are stored on CD-ROMs can provide an effective and easy way for getting and reading information to enhance the learner's background knowledge and vocabulary of words.

2.11 Speaking

Human communication can be taken place between the speaker and the listener if only they understand each other. Both speaker and listener have a positive function to perform in simple
terms. The speaker has to convert his message into spoken language, while the listener has to understand the language of the speaker. Inserting technology in learning English language speaking can take several forms as indicated in the following sections.

### 2.11.1 Use of Internet Voice Chatting

Chatting is the process of voice communication between the speaker and the listener through the internet. This process may be very beneficial to the learner if the other side speaker is a native language talker.

### 2.11.2 Use of Speech Synthesis Programs

Modern computer programs can generate voice signals and decode human sound. These types of programs are defined as artificial intelligence computer programs and can be a very useful tool for improving the speaking capability. Practicing with such programs will strengthen vocabulary and pronunciation abilities as well.

### 2.12 Writing

The writing process can be very difficult for learners of English language as they must do tasks like generating ideas, organization, and perfect use of grammar and vocabulary. Some of the technical ways for improving the writing skills for the EFL student are listed below.

#### 2.12.1 Use of Computers

Ybarra and Green,( 2003). Computers can be used to develop the writing skills of English language learners. Writing statements and paragraphs in a foreign language can be very challenging for the students. However, the use of computers and graphics-based programs can make the writing task much easier and enjoyable, and can make them express their thoughts more clearly. Grammar skills can also be improved with the aid of word processing programs. The learner can highlight a specific part of the written text through underlining, bolding, italicizing, or changing the font size and color of the text with the aid of these programs which have the capability of automatically checking the spelling and grammar. So, the use of the computer as a tool in studying grammar is much more motivating for the student than the process of traditional writing with a paper and a pencil.
2.12.2 Writing E-mails

Singhal, (1997). Electronic mail is a modern way for writing and transferring messages through the internet. Using e-mail can be a very effective means for improving writing skills. Students can use E-mails to learn how to respond to the incoming messages using some formal statements and meaningful language.

2.12.3 Use of Internet Text-Chatting

Text chatting is another important technical method for developing writing ability. It provides an on-line and quick tool for writing and expressing thoughts, transferring ideas, and responding instantaneously with the other side writer. Koh and Frick, (2009: 214) The internet offers the best way to learn language other than immersion in an English speaking milieu. The advantages of online learning, can be summarized under the following headings: Access – the internet offers the possibility to experience English without the need of travel. Even without the need of leaving home or bedroom. Flexibility – the internet allows for users to learn language when they want, where they want. Response – the internet offers the possibility of instant feedback to learners. This greatly enhances the learning experience. Repeatability – the learner can encounter the language in a repetitive fashion until mastery is achieved. Durability, Modality – the internet is a multi modal learning tool. It stimulates in a rich sensory and cognitive and thus fertilizes language acquisition successfully. Specificity – the internet allows the language learner choice and variety in both what and with who will be learned. Learning can be tailored to the language learner’s precise makeup and needs. Cost – the internet is a business model which due to economies of scale, can offer services for pennies. It also offers to widen access through a pay as you can dynamic. The internet-mediated communication allows users to share not only brief messages, but also create lengthy documents, thus facilitating collaborative writing (learning). Furthermore, learners can share graphics, sounds and video. Thus, the internet helps create an environment where authentic and creative communication is integrated into all aspects of the course.

2.13 Technology and the Role of the Teacher

Technology is just a tool, the teacher is the most important. Rao, (2012: 1) claims that, in any learning environment teachers must play the role of facilitators of the learning process, they
should allow students to experiment with the language by themselves. Teachers should understand that technology is just a “tool” in which students have the opportunity to expand their language practice in different environments and not only in the classroom by itself. Teacher must become creative and “modern” when using technological resources in class, because they cannot just be dependent to them, instruction is necessary, too. Besides, instructors must be well trained in order to be able to use technology in the best way. If teachers are properly taught how to use technology before they enter a real classroom, their technological skills will increase, and their likeliness to use technology in the classroom will improve. Studies have shown that when teachers attend educational technology courses that emphasize technology use skills as part of the curriculum, the teachers’ computer self-efficacy improves Koh and Frick, (2009: 214). Moreover, learners have to have the right disposition and attitudes towards the use of e-learning or any online sources. However, because technology use reduces teacher-centeredness, it is capable of reducing student language learning anxiety as it gives them the chance to practice language comfortably without being embarrassed of making mistakes, which would reduce their “affective filter.

Those who have actually used IT or ICT in their language teaching know how difficult it is sometimes to function and to benefit from the available programs and resources if one or more of these is absent. Integrating IT is fraught with frustration in such circumstances. (Krashen, (1982) asserts that, having addressed both the benefits and the obstacles of using technology in learning environments, the increasing and rapid growth of information and communication technologies cannot go unnoticed in the Using Technology in Foreign Language Teaching field of foreign language teaching as the benefits have multiplied and the new generations, being digital natives, are technologically savvy. Hence, it is important to continue to explore the conditions under which technology can best be utilized so that its potential benefits are harnessed and the obstacles tackled. When students are able to use technology in class the generational gap is diminished and teachers are seen as part of their daily life. Murcia, (2001:478- 480) in an era in which technology is an everyday issue for adolescents and young adults, the fact that technology should be implemented by teachers in their classes. For these reasons, language teachers need to find the right ways to give students their feedback in order to help them to increase their linguistic level. Accordingly teachers need to be aware of the things that technology can’t do
well. Moreover, five things like: appropriate translation, providing appropriate feedback to learners, voice recognition, grammar checking and essay marking.

Moreover, five things like: appropriate translation, providing appropriate feedback to learners, voice recognition, grammar checking and essay marking (as cited in Murcia, 2001:478-480). In our opinion, professors must have in their minds the pros and cons of using technological tools in the EFL class to fulfill their role as language facilitators successfully.

2.14 Learners and Technology

The most important aspect about using technology in the class is how students are able to incorporate it in their learning process. Through time it is seen that students feel more confident in using different technological resources in their language classes, since they are immersed in an era in which technology plays an important role in their lives, they adjust themselves in order to use this resource in their learning environment. Most students benefit from it, even when they are at home, for example students are able to continue their practices or communicate with other peers when doubts arise, so technology becomes a type of tutor for the students. At the same time, technology helps students to learn at their own pace. Gulley, (2003:1). There is evidence that technology favors those students who are shy of present difficulties in interacting in class with their peers, Nunan (1999:26) stated that “interactive visual media which computers provided seem to have a unique instructional capability for topics that involve social situations or problem solving, such as interpersonal solving, foreign language or second language learning.

These facts make technology a useful tool for students and help their learning practices to become more interesting and challenging, not only for acquiring a second language but also to be able to reinforce their technological skills. Students can get various authentic reading materials either at school or from home by connecting to the Internet. And, those materials can be accessed 24 hours a day. In a word, technology also provides the interdisciplinary and multicultural learning opportunities for students to carry out their independent studies. Learning a language is a continuous process as well as technology, this let us to understand that both processes can become together to improve students’ language skills and make them to feel that language classes are becoming part of their daily lives. As stated by Kopfler et al., (2009:13) “learners
construct their understanding not just through interaction with the material, but also through collaboratively constructing new knowledge with their peers.

**2.15 The Advantages of Using Modern Aids in EFL Classroom**

Integrating Technology in Language Teaching According to Students’ Learning Styles “Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event,” (Heidi-Hayes Jacobs, 2009). Through this paper, our aim is to present and discuss the findings of a research study conducted by Mathew and Alidmat (2013) on “the Usefulness of Audio-Visual Aids in EFL Classroom: Implication for Effective Instruction”. However, we also want to go beyond, and expand the concept about audio-visual aids citing some researchers that can explain different issues related to the topic in order to build an idea about the importance of integrating these technological aids in the process of learning a foreign language, but taking into account that not all learners achieve language objectives in the same way. Before starting to discuss the article, it is important to state some ideas that can be meaningful to understand the topic and the arguments we are going to present.

According to Kitao (1997) the process of learning and teaching languages has become a reciprocal system in which five components are very important to achieve the objectives of learning a language. Those components are: “students, a teacher, materials, teaching methods, and evaluation. Although these elements have a crucial role in the educational curriculum, there has been given higher importance to students as the center of the class. For instance, Kitao (1997) expresses that since, *some changes have focused on making learners the center of the language learning, so teachers have had to adapt their teaching methods and materials to students’ characteristics and needs*. In the same way, Kilickaya (2004) claims that nowadays, teachers debate how to incorporate materials in an EFL classroom that fit students’ traits. Some materials that teachers usually incorporate are video and audio tapes, slides, and visual aids, Kitao (1997)

According to Cakir (2006), language learning is a process that must be associated with technology because this issue is the result of providing aid to people needs. Therefore, technology is used by teachers according to the teaching situation. In addition, Kitao (1997) argues that with the expansion that technology has had, visual material and audio material have
become meaningful elements for teachers to keep in mind when planning their teaching lessons. The author also explains that those materials are available everywhere, but teachers have the challenge to be able to work with technology and to evaluate what materials select to guide students in the learning process. On the other hand, Tomlinson (2012) emphasizes on making a distinction between CALL materials which are those materials available from internet, online courses, and computer software; from ICT resources that can be the medium to use audio-visual materials. Based on the article in discussion, Mathew and Alidmat (2013) conclude in their research that *using audio-visual material in the classroom is useful for teachers to develop interesting language classes, and motivate and engage students to focus on the language learning process to succeed.* From our experience as English foreign language teachers, the use of audio-visual aids has been helpful to catch students’ attention, to help them to grasp the meaning of difficult concepts or clarify ideas, to build rapport with learners, to decrease anxiety in students, and to control their affective filter.

Regarding to audio-visual materials, the use of visual aids as flashcards guide learners to figure out information, understand ideas, and generate predictions about the topic (Canning, 2000). On the other hand, Fisher (2003) points out that the use of slides or Power Point presentations have increased in ESL classrooms because they are helpful material that can be used for teaching, for practice, for games, and for reviews. Fisher (2003) describes slides as presentation software that allows including text, images, and sounds in the same place. Moreover, Power Point comes in Microsoft® packages that are commonly found in computers and laptops.

Equally important is to mention the purposes of using audio-visual material when teaching a foreign language in the classroom. Seven and Engin (2007), in their research about the importance and effect of using aid materials in foreign language teaching in a Turkey university cite Leyla (1995) to list a group of purposes that teachers must take into account when planning to use audio-visual materials:

1- Materials provide economy in time and speech

2- Materials simplify the course

3- Make the course vivid and clear

4- Materials increase students’ interest and motivation
5- Materials help to explain complex explanation easily
6- Materials create desire of learning
7- Materials make abstract concepts concrete
8- Materials enrich the course
9- Materials provide the chance for practicing on subjects

It is also essential to mention the advantages of using audio-visual material for teaching languages. For instance, Canning (2000) considers that the use of visual aid and videos improve language learners’ comprehension, hold students interest, and help learners to understand ideas. However, the author cites Balatova’s (1994) studies to contrast her ideas expressing that audio-visual material can help learners to understand the message in a general way but not necessarily in a complete form. Furthermore, Kilickaya (2004) claims that audio-visual material not only improves learners’ comprehension but also guide beginning students to be familiarized with authentic materials, so they do not feel frustrated in their learning process and feel comfortable in the learning environment.

On the other hand, Mathew and Alidmat (2013) state in their research that “native speakers’ accent, rhythm and intonation” found in most of the audio-visual materials represent a barrier in students’ learning progress, because it is difficult for learners to understand what they are listening to. However, we think that learners should have the opportunity to be exposed to audio-visual material from native speakers since they begin the language learning process in order to develop listening skills which help them to learn the language easily.

For instance, in recent years, some of the audio-visual materials that have been used consistently by teachers and learners through the process of learning a language are videos, visual aids, and slides made by using power point. Canning (2000) describes video as the material which helps learners to make connections among images, words and meaning. Moreover, the author cites Arthur (1999) to illustrate an appropriate definition about the use of video as audio-visual material: "Video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability; can strengthen audio/visual linguistic perceptions simultaneously; can widen the classroom repertoire and range of activities; can help utilize the latest technology to facilitate language learning; can teach direct
observation of the paralinguistic features found in association with the target language; can be used to help when training students in ESP related scenarios and language; can offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening.”

Regarding the use of video, Canning (2000) also states that integrating video with technology as the learning lab, CD-ROM, and computers helps students to be active learners in their classes. In addition, Cakir (2006) comments that the use of video has become important in language classes because of the development of communicative techniques that have found in this kind of material a way to stimulate and challenge students in the learning process and to scaffold comprehension. The author also reports that 2 minutes of video can be the introduction to an hour of class or to different activities to develop.

From the previous paragraph, we can see a similarity about what Canning (2000) expressed with the integration of technology in education and what Mathew and Alidmat (2013) comment in the article, in which they point out that using devices like smart boards, LCD projectors, and digital labs is the way to change language learning environment. Although the authors’ idea is meaningful in the EFL scenarios, it not possible to generalize this thought because there are places where is very difficult to have access to technology. For instance, in our Colombian context, the possibility to have those technological devices for students learning process is just for private schools which have the resources to pay for the maintenance of the devices. Rarely public schools’ teachers have the opportunity to integrate technology in their language classroom.

Taking into account the problems previously mentioned, it is important to cite Cakir (2006) who says that some disadvantages of using audio-visual material could be the cost, inconvenience and maintenance of the technology, and sometimes the quality of the audio, the images, and the copies. In addition, Canning (2000) claims that “visuals are ineffective in the learning process when the visual is too small; when the visual or video uses stereotypes; when the visual or video is a poor reproduction; when the picture is too far away from the text illustration; when the video has irrelevant captioning; when the video or visual offers too much information related or unrelated to the picture; when the video or visual is poorly scaled; and when the picture is not esthetically meaningful.
However, the relevance of audio-visual aids in language classroom, it is important to highlight that audio-visual material have become useful for teachers to plan and develop their language classes because those materials give support to students in their language learning process.

However, the relevance of audio-visual aids in language classroom, it is important to highlight that audio-visual material have become useful for teachers to plan and develop their language classes because those materials give support to students in their language learning process. However, teachers could not generalize this type of material in all their classes because teachers must keep in mind that all learners are different; it means, learners have different learning styles, so teachers need to bear in mind these differences when planning a lesson.

Taking into account the integration of technology in education, we find a new concept: learning styles. Based on the Mathew and Alidmat’s article, we can deduce from their first finding related to the table 1, that authors took for granted that the students who answered the question “Do you find the need for the English teachers to use audio-visual aids in the classroom?, in a negative way were those ones who do not consider important or necessary the implementation of audio-visual material in the language classes. However, we think the authors should examine why those students did not enjoy this methodology, maybe, were they kinesthetic or logical learners? We think that as teachers, we need to go in deep and know our students’ abilities, likes and dislikes in order to plan a lesson that engage all our students in the class.

In reference to learning styles, Landrum and McDuffie (2010) cite Dunn and Dunn (1979) to say that learning styles have been present in education for more than forty years, and it has been a questionable theory for all this time. The authors affirm that learning styles are based on the different forms in which a learner understand information; also, these styles describe different conditions of the process of learning as combination of environmental, emotional, sociological, physical and psychological aspects that give positive or negative conditions to acquire the knowledge. According to Gardner (1985) there are three types of learning styles. The first is the visual style, in which EFL learners have to see body language, and facial expressions to understand the lesson. The second is the auditory style, in which EFL learners learn better through verbal lectures, discussions and speaking activities. In the third style, the kinesthetic, EFL learners learn better through their hands actively exploring the world around them.
Moreover many researchers have been developed in order to show the relevance between learning styles and the process of learning. For example, Coffield, Moseley and Ecclestone (2004) developed an investigation in which they design an evaluation to analyze the main models of learning styles and consequences in teaching and learning. In this investigation, the authors affirm that measurement of learning styles in the students could be used as a tool in the development of the lessons and to enhance their learning process.

In addition, Gilbert and Swanier (2008) conducted a research project at Auburn University in which they analyze how learning styles fluctuate in learning. The study is focused on discussions about how learning styles can affect the lessons and focus on students in computer science and engineering. Researchers propose that sometimes learners do not acquire a deeper understanding because the lessons are not conducted based on students’ learning styles.

2.16 Types of Motivation

Motivation, confidence, and ability are interrelated and interact with each other Phillips and Lindsay, (2006). Motivation can increase rapidly, given a positive stimulus, but ability improvement may take significant time and study. In addition, confidence is a reflection of the other two factors because confidence grows as student ability increases and anxiety decreases, thus stimulating both motivation and ability. All three learning variables — motivation, confidence, and ability — are the result of the cumulative experiences of the student, both in and out of the classroom. All three variables improve or decline as the consequence of positive or negative experiences that motivate or de-motivate the students Sakai and Kikuchi, (2009). As a result, EFL teachers have the unique opportunity to improve student motivation through fostering desirable student goals, stimulating active learning, and leading dialog about the purposes of learning. Intrinsically motivated learners have long been considered to be more successful because their learning goal is to achieve satisfaction and enjoyment (Wang, 2008). Learners driven by extrinsic motivation tend to make the minimum effort required to avoid punishment or to gain rewards. Gardner’s framework of Instrumental and integrative motivation is commonly cited. EFL students who are instrumentally motivated are extrinsically driven, studying English only enough to complete a required class, to acquire minimum required job skills, or to earn a degree — all external, utilitarian goals (Wu, 2006). Gardner considered
integrative motivation to be more desirable and effective because it stems from the learner’s intrinsic desire to engage with the target language and culture.

Gardner concluded that integrative motivation is a strong predictor of success in learning a foreign language. Changing realities of the 21st century have led to the understanding that EFL learners today do not use their language skills only to communicate with native speakers. They may, as often, communicate with other non-native speakers in English. Lamb, (2004) offered a complex understanding of motivation in which foreign language learners envision an idealized English-speaking self, based in part on real-life encounters with speakers of the target language and in part on how the students imagine themselves functioning in a cosmopolitan international society. The key to imagining this international society is knowing that students will interact in English with people who are native speakers of many other languages. Yashima, et al (2004). also found that social interaction with other cultures promotes intrinsic motivation of students. However, even though learners in Taiwan are constantly exposed to a wide range of English products and artifacts, such as American films, music, books, and videos, direct contact with native speakers on the daily basis is often minimal (Cheung, 2001) and many researchers have found that the primary cause of lower English proficiency among students is weak learning motivation stemming from passive learning environments.

2.17 Motivation Factors and Perceived English Ability and Confidence

Students’ confidence in language use is reflected in whether they are willing to communicate (Shimizu, 2004). Students often decline to use English because they are embarrassed about their lack of fluency, or because of conflicts and misunderstanding about the language and the culture (Muller-Hartmann, 2000). More frequent intercultural contacts have been shown to increase self-confidence in the use of foreign languages. When the contacts were positive and pleasant, the experience led students to interact more frequently in the foreign language both outside and inside the classroom. Because the experience was enjoyable, the increased self-confidence of the students, in turn, affected their motivation in a positive way. Therefore, successful interaction with native speakers can relieve student hesitancy to express themselves and increase their confidence in using the language.
2.18 CMC Learning

Many researchers have found that use of computer-mediated communication (CMC) for language instruction benefited EFL students and that students perceived that their confidence in using English increased in a CMC environment (Ortega, 2009). Research has been conducted using asynchronous and synchronous CMC for L2 language learning, and also for everyday decision-making (Smith, 2003, 2004). Asynchronous CMC benefits students by permitting delayed response to questions to allow careful construction of grammar. The ideal synchronous CMC for L2 learning is speaking with a native speaker who provides good target language interaction. Most college students experience online real-time interaction as part of their personal social networking and text messaging. The adaptation of social networking structures already in use to the EFL environment is a natural step (Campbell, 2004), but teachers usually lag well behind their students in use of technology, particularly Internet social networking systems.

2.19 Videoconferencing for Language Instruction

Developing online opportunities for language instruction poses important and difficult challenges (Wu and Bright, 2006). In American education, videoconferencing technology has been available for close to 35 years and online collaborative learning has become increasingly common and valuable. Once available only at considerable expense, videoconferencing is now possible via the Internet with minimal expense and standard home consumer equipment (Dantas and Kemm, 2008). Without careful consideration of the instructional design, however, videoconference instruction tends to default to long-distance lecture with little interaction. As a result, students tend to be passive, as if they were watching television (Gillies, 2008). In Taiwan, few EFL faculty members are familiar enough with videoconference technology to employ it in the classroom.

2.20 ICT and Learning Modalities: Meeting Student Needs

KLA, (1997 :6) claims that, because of its interactive and dynamic nature, ICT has the potential to meet the needs of individual students by providing opportunities to direct their learning and to pursue information, or complete tasks, in ways which meet their own interests and needs. (Computer based technologies in English .In particular the integration of technology into the
English classroom represents a paradigm shift to acknowledge the importance of the emerging technological learning style which is increasingly becoming the fourth learning modality for students of the click and go generation.

Moreover, these technological learners are mechanically oriented, Coil (1999:63) know how to use technological tools without formal instruction. enjoy using a video camera, obtain much of their information electronically, like integrated learning activities, would like to learn everything via a computer, spend much of their time on the computer or playing video games, know how to work with and use new software and hardware, interact and communicate with others via e-mail and/or the internet, understand how to integrate various technologies Smithson, 2005:28) states:

"Using ICT enables English teachers to tap into this learning style and the dominant youth culture. Many modern ICT texts can also be used as a starting point for the exploration of traditional texts”.

However, an interactive site such as the virtual tour of the Globe Theatre site allows us to bring Shakespeare’s world to life. Using ICT as a classroom tool has many other benefits because ICT provides highly motivational activities for students …Initially computer-based activities can provide stimulus to undertake tasks that students may otherwise avoid, links to other learning and to real-world situations and experiences that reflect gender and cultural diversity, increases opportunities for student interaction and decision make in. This interactive process has the potential to cater for individual learning styles, makes complex tasks more manageable …(Interactive Education, 2006) in some cases these activities require the development of new skills, makes repetitive tasks more interesting, illustrates complex processes or concepts, provides access to resources, increases the need for students to develop critical thinking and effective information processing skills. Moreover, ICT also enables a representation of language as a symbolic system. Furthermore the use of well-designed ICT environments can help pupils grasp abstract concepts such as imagery, literary relations, and morphology.

2.21 The Teacher as Facilitator

According to Moseley et al (1999), ICT has many benefits for the classroom teacher. Using presentation software enables teachers to show ideas dynamically and deliver content effectively.
For example, McKnight (2002) argues that, *CD-ROMs make vivid multimedia worlds available and store large amounts of information ... that teachers suddenly have at their fingertips.* Most importantly however, the use of ICTs in the classroom signals a shift from the conventional position of power held by the teacher to a more collaborative approach to learning. Generally computer based activities allow the teacher to assume the role of facilitator whilst students take on an increasing responsibility for their own learning. The use of computer-based technologies can shift the emphasis of activities away from the teacher and towards the students, enhance social interaction, (DET Computer Based Technologies in the English KLA, (1997:8-9), and be empowering especially for students with low traditional literacy skills. Teachers can use a range of teaching tools such as discussion boards, forums, email, raps, web quests, video and digital photography, e-movies, and even mobile phones as tools for delivery of class program. This opens reciprocal dialogue between members of the class community and may be extended to the school community at large through activities such as bloggs and wikis.

2.22 ICTs and the English Classroom

Becta (2005:84) asserts that, the use of ICT in the English classroom extends beyond its motivational value to address key outcomes of the syllabus, and allow students to become competent users as well as consumers in English. Becta (2005:84) suggests that, *incorporating ICT into the English curriculum can: improve writing and reading skills, develop speaking and listening skills, support collaboration, creativity, independent learning and reflection. Moreover, as an interactive and collaborative medium, ICT allows responding, composing, and publication to be easily shared and offers students the opportunity to explore the language of texts more creatively and develop as speakers, writers and readers for an ever widening range of purposes and audiences. ICT can enable students to: access information and respond to a widening range of texts, organize and present information in a variety of forms, broaden the range of audiences for their work, compose a widening range of texts for a broad range of purposes, compose for real audiences. ICT can support them in their choice of genre for audience and purpose, identify key characteristics and features of text and develop understanding of language and critical literacy.*
2.22.1 Composing ICT Texts

According to McKnight (2002:123) using ICT changes the nature of composing and allows the writing process to become more fluid. He adds

“Students creating both traditional and multimodal texts using ICT will often attend to the visual and spatial qualities of text creation early in the design process as in selecting fonts, templates or choosing images”.

Moreover, McKnight (2002) mentions that, ICT enables students to organize and present information in a variety of forms and compose their own work more easily and professionally. Word-processing software allows them to access tools professional editors use, and to manipulate text in ways that previously were difficult or unmanageable. Using such tools allows students to reflect and self-edit and encourages them to conference on screen and respond critically to other students' writing. Mc Knight, (2002). Presentation software such as Powerpoint provides useful tools for performance, creates a more fluid environment for communicating a message, and elevates a speech to a more filmic medium. ICT provides the tools for composing and publishing a range of both conventional and multi-media texts so that students read, compose, and transform texts in novel and challenging ways. Production of texts might include emailing for a range of communication purposes, word processing written responses, designing websites, using desktop publishing packages and video editing packages, using programs such as Photo story and Moviemaker, and using animation software packages.

In the publication of texts, the Internet allows publication and collaboration in ways that were previously closed, or too expensive or time-consuming. (McKnight, 2002) points out that, ICT enhances composing in English by allowing students to: plan, draft, revise and edit their own and others’ writing using a word processor and other desktop publishing packages, share and collaborate in the writing process, use hypermedia to write up, lay out and present their work for publication on the Internet, transform different media into one text, email for a range of communication purposes, design websites using informative/ persuasive texts, publish writing in a variety of forms, use video editing programs and programs such as Photo Story, Movie maker and animation software packages, integrate digital photography and video into their texts,
integrate different media into one text and communicate with a wider group of people in a range of forums (e.g. via e-mail, newsgroups, online conferencing raps) and hence promote collaborative learning.

2.22.2 Responding to ICT Texts

ICT in the English curriculum has changed the nature of texts, the process of reading and responding to texts, and the ways in which students access texts. Multi media texts challenge the notion of the English language and literacy as being about words, sentences and text types. The verbal aspect of communication is only part of what is being communicated in a multi-media text. Interactive Education,(2006)explains that: *There is often a tension between the verbal act of meaning-making, and the meaning which comes from layout and from other resources intrinsic to the materiality of digital texts (e.g.hyperlinks).*

Reading multimedia texts therefore requires new ways of reading and new reading skills. These include the ability to read images, icons, hyperlinks, formatting conventions and site maps. (PETA, 2006) asserts that, ICT has also changed the ways in which students access texts. ICT allows students to access an ever widening range of texts including non-linear texts. It enables them to extend their information sources, to use search strategies to locate and read significant parts of texts quickly and accurately, and to use the Internet, CD-ROMs and web quests to help with research during an investigation.

According to Becta , (2006) ICT also enhances responding by allowing students to compare the way information is presented in a range of texts; identify and engage with the key characteristics and features of text types; discuss the merits and limitations of particular text types; evaluate the validity, accessibility and relevance of information sources and investigate ways in which reading strategies are adapted to suit different texts. Increasingly ICT provides a forum for student discussion, with sites such as book rap which allows students to respond to a range of texts on sites which in themselves are valid and valuable text types.

In the areas of speaking and listening, research evidence about ICT in the English classroom also suggests that the computers can be effective catalysts for responding both at the screen and away from it by providing focused opportunities for talk (Becta , 2006, ICT in the Curriculum), also
discuss the new social relations opened up by ICTs that have the potential to change personal and social interaction in the classroom, including with respect to the role of the teacher.

2.22.3 Studying ICT Based Texts and the New Literacy

Pelletier, (2005:74) illustrates that, in order to fully understand the place of technology and ICT based texts in the English curriculum, it is necessary to examine the ways in which the new technologies have redefined literacy and to understand the implications of this for English pedagogy. Beavis, (2006:95) states

“Literacy is now understood as being far more complex than coding and decoding written texts. Its definition has expanded from traditional notions of reading and writing to include the capacity to read and write multimodal texts, Pelletier, 2005) and to understand what is entailed in their operation, reception, and production “

The new literacy encompasses the notion of multiliteracies and critical literacy. Leu, 2000), for example, suggests that at least four new literacies will be required for the new information age:
multimedia authoring skills, multimedia critical analysis, cyberspace exploration strategies and cyberspace navigation skills. However, the new literacy also encompasses the view of literacy as dynamic and evolving rather than static so that what it means to be literate is continuously being redefined (Leu, 2000). As new technologies emerge, proficiency in the new literacies will become essential for our students' literary futures. Our syllabus now focuses on many forms of literacy (writing/reading, speaking/listening, viewing/representing) and the syllabus rationale outlines the role of ICT as follows:

The students become imaginative and confident users of information and communication technologies, (NATE, 2006). understanding their impact on society. These skills allow them to develop their control of language in ways that will help them in lifelong learning, in their careers and in life. Whilst the traditional literacy skills will continue to be the basis of our English curriculum, the influence of technology means that we must continuously review our notion of what it means to be literate in the 21st century where our students have already developed technological literacies such as mobile phone technology and text messaging which
operate according to a very different dynamic from those established in conventional educational practices. We must develop in our students the ability to respond to and compose multimodal texts and to critically engage these texts.

2.23 ICT Texts

Becta, (2006:122) illustrates that, ICT texts combine modes and media. They work in a dynamic, collaborative and interactive medium and may exist simultaneously in several media. These texts are electronically generated, and use electronic sources of information such as the Internet. Electronic texts include such diverse texts as web pages, emails, blogs, hypertext, interactive text and computer games. These texts have unique features and may: be non-linear in structure, be composed by many authors, encourage different kinds of reader interaction and have a spatial dimension (Becta, 2006, ICT in the Curriculum) Meanings in these texts may be conveyed through combinations of: texts which are sometimes fluid and temporary, still and moving images such as photographs, animations, video, computer graphics and sound such as music or voice-overs (Becta, 2006, ICT in the Curriculum) Electronic texts can be characterized as hyper textual networks that explore new types of story grammar and a variety of new formats. They require different comprehension processes and a different set of instructional strategies. Coiro, (2003:83) explains that, these texts provide opportunities to enhance critical literacy as many ICT based texts have a history of use in the 'real world' and can be used as a point of departure to develop critical or resistant perspectives.

2.23.1 Computer games as Text

Beavis, (2006) asserts that, Computer games are multimodal texts with interactive narrative structures. These games play a significant role in the lives of many of our students and can be used as springboards into related texts and issues. However as products of the new technology and examples of the new literacy, they are valuable texts for study in their own right since they combine design and visual elements with traditional narrative techniques.

According to Mc Knight (2002) Computer games use narrative conventions such as point of view and plot structures in new environments and make many allusions to traditional texts. They draw upon film, graphic design, myth, imagery and iconography and are intensely inter textual in their references, utilizing and reshaping for their own purposes older stories and references, symbols
and associations (Beavis, 2006). In the classroom we can tap students’ interests in games to teach techniques and perspectives of traditional literacy and literature study.

Studying computer games also enables students to explore relationships between visual language, design, verbal language, and meaning. It develops their understanding of narrative techniques making them more aware of how texts work and more reflective about the reading process and themselves as readers. In addition such texts can enhance critical literacy study by providing a forum for the discussion of the appeal of the texts, their dominant values or ideologies, their positioning in relation to the main characters, and the particular issues raised by the game.

2.23.2 Implications of ICT and the New Literacy for English Teaching

Snyder, (2001) Asserts that, the syllabus requires students to become competent, discriminating and creative users of ICT who are better able to demonstrate the syllabus outcomes of English through the effective use of ICT to succeed in this and produce students who contribute critically and responsibly to a changing society, then we must take into account the complex ways in which information and communication technologies are influencing and changing literacy practice (Snyder, 2001). This requires a broader definition of literacy to encompass the literary practices associated with the screen based technologies. Such literacy is concerned with understanding how the different modalities are combined in complex ways to create meaning.

Multi media texts challenge the notion of English language and literacy as being about words, sentences and traditional texts types and genres. They require new ways of reading and writing. Often the verbal aspect of communication is only part of what is being communicated and much of the meaning derives from the visual aspects of the text and from other resources intrinsic to the materiality of digital texts. (Interactive Education, 2006). These texts require new reading skills which involve competency in areas such as reading combinations of images, symbols & icons, formatting conventions, text, words, and site maps. Using ICT also changes the nature of writing both in the production of traditional and multi-media texts. Furthermore the creation of multi-media texts require a different set of skills from those of traditional writing and students must be provided with the opportunity to develop skills in composing these multi-modal texts.

2.23.3 Using ICTs in Assessment
Whilst the ability to operate the technology e.g. use a word processor is basic to assessment of ICT in English, the authentic integration of assessment must encompass more than an assessment of basic technical skills and the ability to use the technology as a tool. Such assessment must involve assessing the ways in which students respond to and compose ICT texts and include their understanding of how the texts operate in their social and cultural contexts.

2.23.4 Basic Technical Skills Assessment

Leete, (2005) points out the following:

**Composing:** a checklist of basic technical skills such as the ability to use certain hardware e.g. a digital camera or software e.g. word processing, email, publishing packages, PowerPoint, Photo story or Moviemaker

**Responding:** a checklist of basic “reading” skills /cyberspace navigation skills e.g use of hyperlinks, icons, site maps

**Research/ cyber exploration skills:** e.g. using a search engine, locating specific information on the web

**Literacy skills**

**Responding:** A knowledge and understanding of the distinctive features of multimedia texts e.g. the relationship between visual text, written text and design/layout. The formulation of a personal response to the text

**Composing:** The application of this knowledge and understanding of the distinctive features of multi media texts to the composition of such texts for a range of audiences and purposes

2.23.5 Critical literacy skills

An understanding of how the composer’s choices of representational medium (text, image, sound, multimedia), transitional mode (print, electronic, spoken) position the reader, gives the text authority, and conveys values and meaning The authentic integration of ICT into English assessment is problematic in an environment where many schools and many students have poor or limited access to computers. In such cases the “testing” of skills using pen and paper would seem inadequate and counter-productive. Real assessment can only occur when students have the opportunity to use the technology to develop essential skills and literacies.
. Anderson, (2005:148) encourages students to engage with ICTs for higher order learning and provide students with mind tools or cognitive tools. Accordingly, it is this aspect of technology, its potential to extend the ability of humans to solve problems creatively, that is most beneficial, especially to socio-economically disadvantaged students. The discussion of access and equity, therefore, must be broadened to include a debate about access to effective models of ICT for teaching and learning. Such an approach moves the debate from counting computers, examining the technology budget, and calculating the number of hours which students spend on computers to a consideration of differentiating between the different ways in which the technology is used

This is particularly important for students who are affected by socio-economic disadvantage. These students have only one” shot” at using ICT to enhance their educational development, and that one “shot” is at school. Moreover, in order to address the issue of access and equity, there is still much work to be done to skill teachers in the new technology. (Moseley et al 1999). indicate that teachers need to have adequate ICT skills, regular use of ICT equipment, and access to reliable technical support if they are to use ICT effectively in the English classroom.

Until concerns about equity and access are addressed and more is done to skill teachers in technology, the mandatory inclusion of ICT in the curriculum remains a contentious issue and requirements that students… learn about forms of digital communication such as video conferencing (Syllabus 7-10, p9) are meaningless for the great majority of students who do not have access to even basic technology on an ongoing daily basis.

2.23.6 More Collaboration with Peers

According to Moseley et al 1999) another effect of technology in collaboration is fostered for obvious reasons when students are assigned to work in pairs or small groups for work at a limited number of computers. But even when each student has a computer, teachers should encourage students for helping each other. Technology-based tasks involve many subtasks (e.g., creating a button for a HyperCard stacks or making columns with word processing software), leading to situations where students need help and find their neighbor a convenient source of assistance. Students who have mastered specific computer skills generally derive pride and enjoyment from helping others. Students' ability to collaborate on substantive content can be further enhanced through the use of software applications specifically designed for this purpose.
2.23.6 Increased Use of Outside Resources

Technology and education are pretty intertwined these days and nearly every teacher has a few favorite tech tools that make doing his or her job and connecting with students a little bit easier and more fun for all involved. However, new tools are hitting the market constantly and older ones rising to prominence, broadening their scope, or just adding new features that make them better matches for education, which can make it hard to keep up with the newest and most useful tools even for the most tech-savvy teachers.

Here, we’ve compiled a list of some of the tech tools, including some that are becoming increasingly popular and widely used, that should be part of any teacher’s tech tool arsenal this year, whether for their own personal use or as educational aids in the classroom.

1.1 Social Learning

According to Moseley et al (1999) there are tools use the power of social media to help students learn and teachers connect as the following:

Edmodo: Teachers and students can take advantage of this great tech tool, as it offers a Facebook-like environment where classes can connect online.

1. **Grockit**: Get your students connected with each other in study sessions that take place on this great social site.

2. **EduBlogs**: EduBlogs offers a safe and secure place to set up blogs for yourself or your classroom.

3. **Skype**: Skype can be a great tool for keeping in touch with other educators or even attending meetings online. Even cooler, it can help teachers to connect with other classrooms, even those in other countries.

4. **Wikispaces**: Share lessons, media, and other materials online with your students, or let them collaborate to build their own educational wiki on Wikispaces.

5. **Pinterest**: You can pin just about any image you find interesting on this site, but many teachers are using it as a place to collect great lesson plans, projects, and inspirational materials.

6. **Schoology**: Through this social site, teachers can manage lessons, engage students, share content, and connect with other educators.
7. **Quora**: While Quora is used for a wide range of purposes, it can be a great tool for educators. It can be used to connect with other professionals or to engage students in discussion after class.

8. **Ning**: Ning allows anyone to create a personalized social network, which can be great for both teachers and students alike.

9. **OpenStudy**: Encourage your students to work together to learn class material by using a social study site like OpenStudy.

10. **ePals**: One of the coolest benefits of the Web is being able to connect with anyone, anywhere. ePals does just that, but focuses on students, helping them to learn languages and understand cultures different from their own.

### 1.2 Learning

These educational tools can help you to make lessons fun, interesting, and more effective.

12. **Khan Academy**: Many teachers use this excellent collection of math, science, and finance lectures and quizzes to supplement their classroom materials.

13. **MangaHigh**: MangaHigh offers teachers a wealth of resources for game-based learning in mathematics.

14. **FunBrain**: If you’re looking for a great collection of educational games, look no further than FunBrain. On it, teachers can take advantage of fun tools for math and reading.

15. **Educreations**: Educreations is an amazing online tool for the iPad that lets teachers (or students) create videos that teach a given topic. Perfect for studying or getting students to show off their knowledge.

16. **Animoto**: Animoto makes it simple to create video-based lessons or presentations for the classroom and to share them with students or anyone else.

17. **Socrative**: Available for computers, mobile devices, and tablets, this student response system engages students through games and exercises on any device they have on hand. Even better, teachers can easily assess student progress and track grades.

18. **Knewton**: Adaptive learning has been a hot topic in recent months, and with Knewton it’s something that any teacher can access and use. The site personalizes online learning content for each student according to his or her needs.
19. **Kerpoof**: On Kerpoof, students can get creative with their learning with games, interactive activities, drawing tools, and more that are both fun and educational.

20. **StudySync**: With a digital library, weekly writing practice, online writing and peer reviews, Common Core assignments, and multimedia lessons available, this site is a fully-featured tool for teaching and learning that can be a big help in the classroom.

21. **CarrotSticks**: On this site, teachers can take advantage of a wide range of math learning games, giving students practice while they have fun.

**Lesson Planning and Tools**

Use these tech tools to pull together great lessons and design amazing and memorable student projects.

**Teachers Pay Teachers**: Have great lessons to share? Looking for something to add to your classes? On this site you can do both, selling your own class materials and buying high-quality resources from other teachers.

**Planboard**: Make sure your lessons are organized and that your day runs smoothly with the help of this amazing online tool designed just for teachers.

**Timetoast**: Timetoast is a pretty cool for student projects, allowing them to build sleek, interactive timelines in minutes.

**Capzles**: There are so many different ways that Capzles can be used in the classroom, there’s bound to be an application that fits your needs. What does it do? Capzles makes it simple to gather media like photos, videos, documents, and even blog posts into one place, making it perfect for teaching, learning, or online projects.

**Prezi**: Want to build presentations that will wow your students? Make use of this online tool that makes it simple to do all kinds of cool things with your lessons, even allowing collaboration between teachers.

**Wordle**: Create stunning word clouds using Wordle, a great complement to language lessons of any kind.
**QR Codes:** QR codes (or quick response codes) are showing up with greater frequency in education. If you’d like to get in on the trend, you’ll need a tool to create and manage the codes like Delivr and one to read codes, like any of those listed on this site.

**Quizlet:** Quizlet makes it easy for teachers to create study tools for students, especially flashcards that can make memorizing important information a snap.

**MasteryConnect:** How are your students performing with regard to state and common core standards? MasterConnect makes it simple to track and analyze both, as well as other elements of student performance.

**Google Docs:** Through Google Docs, teachers can create and share documents, presentations, or spreadsheets with students and colleagues as well as give feedback on student-created projects.

**YouTube:** Not all schools allow YouTube, but they are missing out as the site contains a wealth of great learning materials for the classroom. There’s even a special education-focused channel just for teachers and students.

**TED-Ed:** TED isn’t just a great place to find inspiration anymore, the site also contains numerous videos that are organized by subject and can help you to teach everything from how pain relievers work to Shakespearean insults.

**Glogster:** Glogster is a social site that lets users mash up music, photos, videos, and pretty much anything else you’d like. It’s a great way to create learning materials and a handy tool for creative student projects.

**Creaza:** Want to bring your student projects into the 21st century? Creaza can make that possible, offering tools to brainstorm, create cartoons, and edit audio and video.

**Mentor Mob:** On Mentor Mob, you or your students can create a learning playlist, which is essentially a collection of high-quality materials that can be used to study a specific concept.

**Useful Tools:** These tools can help you to stay connected, organized, and increase the ease of building multimedia lessons and learning tools.

**Evernote:** Capture great ideas, photos, recordings, or just about anything else on your Evernote account, access it anywhere, and keep it organized. A must-have tool for lesson planning.
Twitter: There are so many ways Twitter can be used in education. Teachers can connect with other educators, take part in chats, share their ideas, or even use it in the classroom to reach out to students.

Google Education: Google offers a number of great edtech resources for teachers, including email and collaborative apps, videos, lesson plan search, professional development, and even educational grants.

Dropbox: Easily store, share, and access any kind of data from anywhere with the easy-to-use and free Dropbox service.

Diigo: Diigo lets you treat the web like paper-based reading material, making it simple to highlight, bookmark, take notes, or even add sticky notes.

Apple iPad: One of the most widely used, though expensive, tech tools being used in today’s classroom is the Apple iPad. With a host of educational apps being developed for the device, it’s become a favorite of teachers and students alike across the nation.

Aviary: Aviary is a suite of tools that make it easy to edit images, effects, swatches, music, and audio or to create and modify screen captures.

Jing: If you’re teaching kids about tech or just about anything else, a great screenshot program is essential. Jing is one great option that allows teachers to take screenshots as images, record up to five minutes or videos then edit and share the results.

Popplet: You and your students can use Popplet to brainstorm ideas, create mindmaps, share, and collaborate.

Google Earth: From geography projects to learning about geological processes, Google Earth can be an amazing and fast way to show students anywhere in the world.

DonorsChoose: Need funding for a classroom project? You can get it through this site that hooks up needy teachers with willing donors.

SlideShare: With SlideShare, you can upload your presentations, documents, and videos and share them with students and colleagues. Even better, you can take advantage of materials that other have uploaded as well.
LiveBinders: Like a real-life three ring binder, this tech tool allows you to collect and organize resources. Much better than a binder, however, the site also comes with tools to connect and collaborate and a virtual whiteboard.

AudioBoo: Through this tool, you can record and share audio for your students or anyone else.

Teaching with technology can deepen student learning by supporting instructional objectives. However, it can be challenging to select the “best” tech tools while not losing sight of your goals for student learning. Once identified, integrating those tools can itself be a challenge albeit an eye-opening experience. The CTL is here to help you (novice, expert and everyone in between) find creative and constructive ways to integrate technology into your class. If you are looking to flip your class, make use of Canvas or simply want to experiment with some new instructional technologies, we can help.

2.24 The Advantages of ICT Usage in Foreign Language Teaching

The advantages of ICT usage in foreign language teaching can be listed as:

. Capacity to control presentation. This capacity marks the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphics and pictures.

. Novelty and creativity. A teacher can use different materials for each lesson, not like in teaching with textbooks, where all classes presenting a certain topic are the same.

Feedback. Computers provide a fast feedback to students` answers through error correction. It not only spots the mistake but also corrects it, sometimes even giving the appropriate advice.

Adaptability. Computer programmes can be adapted by teachers to suit their students` needs and level of language knowledge. Unlike books, which are produced in a single uniform format and need to be taught irrespectively of students` problems, computer programmes are more learner-friendly.

First and foremost, ICT–and the internet in particular–provides language learners with the opportunity to use the language that they are learning in meaningful ways in authentic contexts. A second important benefit derived from the use of ICT in a language classroom is based on the opportunities it affords for cooperation and collaboration with one’s peers. A third major benefit
of the use of ICT in blended language learning classrooms is the opportunity that ICT-based tools give to language teachers so that they can tutor their learners more effectively. With the help of ICT-based tools and the constantly growing number of available educational resources language teachers are able to give individual and personalized guidance to the learners

**2.25 The Effective Use of ICT Impacts on Learners**

The effective use of ICT impacts on learners and various aspects of the learning process can be summarized as follows:

- ICT increases learners’ motivation and thus enhances personal commitment and engagement;
- ICT improves independent learning;
- Learners’ collaboration and communication are more important;
- Learners’ attainment and outcomes are improved.

As for the learners perceptions of ICT, students work independently with technologies with the goal of arriving at a specified level of mastery of a given knowledge set. At the same time, it provides flexibility to learners which are a must for mastery of learning and quality of learning.

The use of ICT in language learning not only involves pedagogical changes for teachers but also involves environmental and pedagogical changes for learners who are traditionally used to face-to-face teaching in classrooms. Although an increasing number of learners have access to online technologies and use ICT for personal interactions, they find it challenging to use ICT in an educational context.

Apart from curricular changes that come officially—usually from the Ministry of Education in each country workshops and short trainings introduce new techniques and activities or promote new materials. Accordingly, ELT teachers are accustomed to frequent subject innovations, but not necessarily more resourceful or open to new ideas. There was evidence of many problems in terms of technical skills in the beginning, and it took about a generation for the technical skills and the technical problems to be ignored out. Helping students find value in learning through the implementation of various instructional strategies and multiple alternative and authentic forms of assessments, while maintaining high standards of student performance in an environment which encourages students to
do their best work by effective, nurturing teachers, will help increase the motivational levels of all students. Web 2.0 tools can provide students with extra opportunities to do meaningful language learning tasks from the comforts of their own homes or local libraries. However, Web 2.0 tools work best when students are asked to develop, create, and share their work online. It is in this way that they are active learners, negotiating meaning and creating media for a worldwide audience.

2.26 Technologies for Tutorial Learning

According to Becker (1990) the dominant teaching-learning model has been one of transmission: teachers transmitting information to students. Not surprisingly, the first uses of educational technology supported this mode. Although other ways of using technology to support learning are now available, tutorial uses continue to be the most widespread, especially with disadvantaged students.

2.26.1 Distance-Learning with One-way Transmission

As with computer-based instruction, the first applications of distance-learning were tutorial in nature. The term distance-learning is used to describe the delivery of instruction from a single site to multiple remote sites. In the early part of this century, film and radio were the distance-learning methods used to instruct students (Cuban 1986). As technologies have become more sophisticated and diffuse, many other methods and delivery systems have been incorporated.

Educational video, used thoughtfully, can contribute to education reform goals, insofar as it integrates various subject matter areas e.g., history, archaeology, research methods, art, reading, literature, and mathematics and challenges students to understand the complex relationships that exist among various domains.

2.26.2 Video Exploratory Applications

Sutton (1991) explains that, Video exploratory applications support higher-order thinking by presenting complex authentic tasks that transcend the boundaries of academic disciplines. Students engaged in video exploration may learn how to solve novel problems requiring several steps and involving several disciplines (e.g., arithmetic, geography, and reading). Recent theory
and research suggest that children who learn with difficulty may particularly benefit from this kind of instruction with its focus on conceptual understanding and solving novel problems.

2.26.3 Interactive Learning at a Distance

According to West (1991), two-way video/two-way audio has been stymied by the high cost of the broad bandwidth needed to transmit full-motion video. Past attempts to compress video resulted in poor-quality images. However, video compression techniques have improved dramatically. Video signals, when transmitted through fiber-optic lines, show virtually no loss of image quality (West, 1991).

2.26.4 Telephone and Voicemail

Douglas and Bransford, (1991) telephone companies are exploring a variety of educationally relevant services that they may begin offering over regular telephone lines. These include linking school or home computers to database services, voicemail services to keep parents informed of homework assignments and school activities, cellular telephones, and audio graphic communication, including today's slow-scan visual images and future faster imaging.

2.26.4 Satellite Technologies

Becker (1990:43) asserts that, many of distance-learning programs focus on using satellite technologies to instruct children in isolated communities. An estimated one-third of all rural schools have telecommunications links.

2.27 Previous Studies

Omnia Mohammed Ebraheem  The Role of Social media in Teaching and Learning English as a foreign Language. This study intendeds to achieve the following objectives:

1. Casting some light on the importance of ICT today particularly in the field of ELT.
2. Developing problems solving strategies and words skills.
3. Training the EFL teacher in Using ICT to benefit from it is privileges in developing the content of English language.
4. Investigating the problems which face Sudanese EFL teachers in using ICT in classrooms at university level.
5. Instructing the educational media into the curriculum helps in understanding it easily. According to the statistical treatment in chapter four the researcher finds out the following findings:

1. ICT is not introduced adequately into educational curricula.
2. There are not enough trained instructors to teach ICT courses in schools.
3. Teachers training play a great role in using ICT adequately in EFL classrooms.
4. Using ICT in education is very important to every teacher.
5. Using ICT in ELT increase EFL learner motivation for more and better learning.
6. Most EFL teachers are not professional in the field of ICT.
7. Computer can over replace the teacher.
8. There are not enough ICTs laboratories for more practices at university.
9. Most learners have no previous background about ICT. Base on the finding of the study the researcher suggest the following recommendation:

ICT should be introducing adequately into educational curricula, because if it is introduced it will raise teachers and learners’ awareness in dealing with advanced technology. There should be enough trained instructors to teach ICT courses in Sudan, if so all learners and teachers will know how to deal and operate ICTs in schools and universities. Training teachers no using ICTs in education and benefiting from the privileges of the computer in developing the continent.

Having a full knowledge of using ICTs in education is very important to every teacher in order to be coping with the technological development because students are coping with it.

Heidari et al (2010) in a study under the title of “comparing the effect of teaching English with educational software and conventional method on progress of students” have concluded that not only is the utilization of educational software in teaching useful, but also the effect of it on progress of students is better than conventional method. Similarly English teaching with the use of educational software is effective in motivation of students towards learning.

In a study carried out by Almekhalafi, 2006 under the title of “the effect of language learning with the assistance of computer on progress and motivation of primary school students as a foreign language in United Arab Emirates”, 83 students were put in two groups of test and control. The control group attended English learning without the use of computer and the test group did with the use of it. The results of the study show considerable difference between the
two groups leaving the advantage to test group. Besides the results showed that test group had more motivation to learn English than control group.

1-A Study on the Usefulness of Audio-Visual Aids in EFL Classroom,(2013 )by Nalliveettil George Mathew1 & Ali Odeh Hammoud Alidmat, Aljouf University, Saudi Arabia

The study was conducted on the usefulness of audio-visual aids in EFL classroom at undergraduate level at Aljouf University, Saudi Arabia. Findings of the study give insights on EFL students’ approach to using technological aids.

EFL textbooks with technological aids are often viewed to be an inspiration and to provide motivation in classroom instruction. However, a close examination of classroom teaching aids and resources unveil many issues in EFL teaching and learning contexts. Insights, issues and implications presented in the paper are useful to English language educators, administrators, curriculum designers and English teachers in English as a Foreign Language setting.

2-Using Online EFL Interaction to Increase Confidence, Motivation, and AbilityWen-chi Vivian Wu1*, Ling Ling Yen2 and Michael Marek,2001 ,Providence University, Taichung, Taiwan 43301 // National Central University, Taoyuan County, Taiwan.

Teachers of English as a Foreign Language (EFL) in Taiwan often use an outdated lecture-memorization methodology resulting in low motivation, confidence, and ability on the part of students. Innovative educators are exploring use of technology, such as videoconferences with native speakers, to enrich the classroom; however few guidelines have been developed for effective videoconference instructional design. This study used a survey methodology, Exploratory Factor Analysis, and Structural Equation Modeling to examine which elements of learning via videoconferencing most beneficially affect motivation, confidence, and ability. The study found that long-term changes in ability are best predicted by enjoyment of the learning experience. The data also suggested that even a small amount of authentic interaction in English made students more comfortable in applying their skills, more confident in what they learned, and more inspired to make global, cross-cultural connections. Therefore, EFL instructors should strive to use student-centered active learning and to offer their students interactions with native speakers, including interactions via distance technology.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter provides a description of the sample of the study, how data collected, analyzed, and statistically analyzed. Also, it discusses the responses of the teachers to whom the questionnaire have been distributed, and to find the validity, reliability of the questionnaire and analysis the data.

3.1 Population of the Study

The population of this study is the teachers of English in Madani locality at secondary schools level. Some of them have (3-10) years experience in teaching English and their age about (25-60) female, male they are about (200) teachers.

3.2 Sample of the Study

The sample of the study consist of (50) EFL teachers from Madani Locality secondary schools selected randomly.

3.3 The Tool of the Study

The study used a questionnaire as a tool for collecting data. It composed of (20) statements for teachers. Each statement has three options, they are: agree, neutral and disagree. The study used SPSS program for analyzing the data. For the presentation of the results the researcher used percentages, tables and figures for more explanation.

3.4 Reliability and Validity of the Questionnaire

The study used the statistical package for social sciences to analyze the data collected. The researcher used Pearson's correlation and the results obtained as follows:

In this study the researcher used Pearson correlation through half-methods. According to the equation below it is found that the validity is:
Val =  Validity = 0.93

$$r_{xy} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{N(\Sigma X^2) - (\Sigma X)^2} \sqrt{N(\Sigma Y^2) - (\Sigma Y)^2}}$$

Where

r = correlation

R: Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

Σ: Sum

$$R = \frac{2 \times r}{1 + r}$$

$$R = \frac{2 \times 0.93}{1 + 0.93} = \frac{1.86}{1.93} = 0.93$$

Reliability  = 0.93

Val = \sqrt{0.96}

Validity  = 0.96
CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter describes data analysis. For presentation of the results the researcher used SPSS percentages, tables and figures for more explanation.

4.1 The analysis of the Questionnaire Statements

Statement (1) EFL learners can be motivated through using technology in the class

Table (4.1)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>6.0</td>
<td>6.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Agree</td>
<td>45</td>
<td>90.0</td>
<td>90.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig(4.1)

Table(4.1) shows that, EFL learners can be motivated through using technology in the class. According to the statistical analysis of statement one most respondents (90%) agree, (6%) neutral to and (4%) disagree that EFL learners can be motivated through using technology in the class.
**Statement (2)** It is not useful to integrate technology in EFL classroom teaching and learning.

**Table (4.2)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4</td>
<td>8.0</td>
<td>8.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
<td>8.0</td>
<td>8.0</td>
<td>16.0</td>
</tr>
<tr>
<td>Agree</td>
<td>42</td>
<td>84.0</td>
<td>84.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Fig(4.2)**

Table two: shows that, providing learners with plenty of opportunities in their classrooms help them to communicate. Diagram two show that most respondents (84%) agree, (8%) neutral and (8%)disagree agree that, providing learners with plenty of opportunities in their classrooms help them to communicate. According to the statistical analysis of statement (2) most respondents agree with the statement, so that the statements is accepted.
Statement (3) EFL teachers don’t have the required knowledge of how to use information technology in ELT teaching

Table (4.3)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>3</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>6.0</td>
<td>6.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Agree</td>
<td>44</td>
<td>88.0</td>
<td>88.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
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</tr>
</tbody>
</table>

Fig(4.3)

Table and diagram (4.3) show that, most respondents agree that, EFL teachers don’t have the required knowledge of how to use information technology in ELT teaching According to the statistical analysis of statement (4.3) most respondents (88 %) agree with the statement,(6%) neutral and (6%)disagree. Therefore, this statement is accepted.
**Statement (4.4)** Computer-based teaching activities make the lessons more enjoyable

**Table (4.4)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
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<td>6</td>
<td>12.0</td>
<td>12.0</td>
<td>12.0</td>
</tr>
<tr>
<td>to some extent</td>
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<td>8.0</td>
<td>20.0</td>
</tr>
<tr>
<td>agree</td>
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<td>80.0</td>
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</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Fig(4.4)**

Table (4.4) shows that most respondents agree that, Computer-based teaching activities make the lessons more enjoyable. According to the statistical analysis of statement most respondents (80%) agree, (8%) neutral and (12%) disagree that, Computer-based teaching activities make the lessons more enjoyable, this statement is accepted.
Statement(5) Using ICT in EFL teaching and learning develops learners’ performance and save time and effort

Table (.45)

<table>
<thead>
<tr>
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<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4</td>
<td>8.0</td>
<td>8.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>6</td>
<td>12.0</td>
<td>12.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Agree</td>
<td>40</td>
<td>80.0</td>
<td>80.0</td>
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<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig(4.5)

Table (4.5) shows that most respondents (80%) agree, (12%) neutral and 8% disagree that using ICT in EFL teaching and learning develops learners’ performance and save time and effort. According to the statistical analysis of statement this statement is accepted.
**Statement (6)** Students understand language better when the teacher uses technology in the class.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
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<td>10.0</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>4.0</td>
<td>4.0</td>
<td>14.0</td>
</tr>
<tr>
<td>Agree</td>
<td>43</td>
<td>86.0</td>
<td>86.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Fig (4.6)**

Table (4.6) shows that most respondents agree that, students understand language better when the teacher uses technology in the class. According to the statistical analysis of statement most respondents (86%) agree, (4%) neutral and (10%) disagree that, students understand language better when the teacher uses technology in the class, this statement is accepted.
Statement (4-7) Using computer improves learners' fluency

Table (4.7)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
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<tbody>
<tr>
<td>Disagree</td>
<td>5</td>
<td>10.0</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>6.0</td>
<td>6.0</td>
<td>16.0</td>
</tr>
<tr>
<td>Agree</td>
<td>42</td>
<td>84.0</td>
<td>84.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table (4-7) shows that, using computer improves learners' fluency. Most respondents (84%) agree, (6%) neutral and disagree that (10%) to some extent that, using computer improves learners fluency. According to the statistical analysis of table (4-7) most respondents agree with the statement, thus this statement is accepted.
**Statement (8)** ICT devices should be used in the class to increase students’ information

**Table (4.8)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
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<td>14.0</td>
<td>14.0</td>
<td>14.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>4.0</td>
<td>4.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Agree</td>
<td>41</td>
<td>82.0</td>
<td>82.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

*Fig(4.8)*

Table (4- 8) shows that, Most respondents ( 82 %) agree ,(4% ) neutral to and 14% disagree that, ICT devices should be used in the class to increase students’ information According to the statistical analysis of statement (8) most respondents agree. Therefore this statement is accepted.
Statement (9) Most of the EFL teachers do not prefer the use of technology

Table (4.9)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
<td>8.0</td>
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<td>14.0</td>
</tr>
<tr>
<td>Agree</td>
<td>43</td>
<td>86.0</td>
<td>86.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig(4.9)

Table (4-9) shows that, most of the EFL teachers do not prefer the use of technology, (86%) of respondents agree, (8%) neutral and(6%) disagree that, learners communicate successfully through classroom interaction. According to the statistical analysis of statement (4-9) most respondent agree, so that this statement is accepted.
**Statement (4-10)** e-learning develops students’ language skills

**Table (4.10)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
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<tbody>
<tr>
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<td>8.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>5</td>
<td>10.0</td>
<td>10.0</td>
<td>18.0</td>
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<tr>
<td>Agree</td>
<td>41</td>
<td>82.0</td>
<td>82.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Fig(4.10)**

Diagram and table (4-10) show that most respondents (82%) agree, (10%) neutral and (8%) disagree that, e-learning develops students’ language skills. According to the statistical analysis, this statement is accepted.
Statement (4-11) The most important aspect, technology in the class is how students utilize it to study.

Table (4.10)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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</thead>
<tbody>
<tr>
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<td>6.0</td>
<td>6.0</td>
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<tr>
<td>Neutral</td>
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<tr>
<td>Agree</td>
<td>42</td>
<td>84.0</td>
<td>84.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
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<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig(4.11)

Diagram and table (4-11) shows that most respondents (84%) agree, (10%) disagree, and (6%) neutral that, the most important aspect, technology in the class is how students utilize it to study. According to the statistical analysis of statement (4-11), this statement is accepted.
Statement (4-12) The Internet is certainly a modern technological way for persons hope to develop their English language skills

**Table (4.12)**

<table>
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<tr>
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<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Neutral</td>
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<td>4.0</td>
<td>4.0</td>
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</tr>
<tr>
<td>Agree</td>
<td>42</td>
<td>84.0</td>
<td>84.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig(4.12)

Table (4-12) shows that, the Internet is certainly a modern technological way for persons hope to develop their English language skills. According to the statistical analysis of statement (12) most respondents (84%) agree (4%) neutral and (12%) disagree that, the Internet is certainly a modern technological way for persons hope to develop their English language skills.
**Statement (13)** Modern computer programs can generate voice signals and decode human sound which can be used in teaching sounds.

**Table (4.13)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<td>8.0</td>
</tr>
<tr>
<td>Neutral</td>
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<td>12.0</td>
<td>20.0</td>
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<tr>
<td>Agree</td>
<td>40</td>
<td>80.0</td>
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<td>Total</td>
<td>50</td>
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<td></td>
</tr>
</tbody>
</table>

**Fig (4.13)**

Most of the participants of the sample (80%) agree that, modern computer programs can generate voice signals and decode human sound which can be used in teaching sounds. According to the statistical analysis of statement (13) most respondents (80%) agree, (12%) neutral and (8%) disagree that, modern computer programs can generate voice signals and decode human sound which can be used in teaching sounds. Thus this statement is supported.
**Statement (4-14)** Technology is just a tool, but can not take the role of the teacher

**Table (4.14)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
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<tr>
<td>Disagree</td>
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<tr>
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<td>82.0</td>
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<td></td>
</tr>
</tbody>
</table>

**Fig(4.14)**

Table and diagram (4-14) show that, technology is just a tool, but can not take the role of the teacher. According to the statistical analysis of statement (14) most respondents (82%) agree, neutral (4%) and disagree (14%) that, technology is just a tool, but can not take the role of the teacher. Therefore this statement is accepted.
Statement (15) The use of computers in listening provides students with visual and voice inputs which can enhance their information and ideas, and develop their listening skills

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tr>
<td>Agree</td>
<td>44</td>
<td>88.0</td>
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</table>

Fig(4.15)

According to the statistical analysis of statement (14) most respondents (88%) agree, (4%) neutral and (8%) disagree that, The use of computers in listening provides students with visual and voice inputs which can enhance their information and ideas, and develop their listening skills.
**Statement(16)** Technology is good for those students who are shy of present difficulties in interacting in class with their peers.

**Table (4.16)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
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<tr>
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<td>4</td>
<td>8.0</td>
<td>8.0</td>
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</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>6.0</td>
<td>6.0</td>
<td>14.0</td>
</tr>
<tr>
<td>Agree</td>
<td>43</td>
<td>86.0</td>
<td>86.0</td>
<td>100.0</td>
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<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
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</tbody>
</table>

**Fig(4.16)**

Table and diagram (4.16) show that, technology is good for those students who are shy of present difficulties in interacting in class with their peers. (86%) agree, (6%) neutral and (8%) disagree that, technology is good for those students who are shy of present difficulties in interacting in class with their peers. So this statement is accepted.
Statement (17) EFL learners can be distant learners through ICT mediums

Table (4.17)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree</td>
<td>7</td>
<td>14.0</td>
<td>14.0</td>
<td>14.0</td>
</tr>
<tr>
<td>neutral</td>
<td>7</td>
<td>14.0</td>
<td>14.0</td>
<td>28.0</td>
</tr>
<tr>
<td>agree</td>
<td>36</td>
<td>72.0</td>
<td>72.0</td>
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<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig(4.17)

According to the statistical analysis of table (4.17) most respondents (72%) agree, (14%) neutral and (14%) disagree that, EFL learners can be distant learners through ICT mediums. Thus this statement is accepted.
Statement (18) EFL learners can benefits from mobile devices

Table (4.18)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<tr>
<td>disagree</td>
<td>6</td>
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<td>12.0</td>
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<tr>
<td>neutral</td>
<td>5</td>
<td>10.0</td>
<td>10.0</td>
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<tr>
<td>agree</td>
<td>39</td>
<td>78.0</td>
<td>78.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig(4.18)

According to the statistical analysis of table (4.17) most respondents (78%) agree, (10%) neutral and (12%) disagree that, EFL learners can benefits from mobile devices.
Statement (19) through modern tools, EFL are natural collaborators,

Table (4.19)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree</td>
<td>7</td>
<td>14.0</td>
<td>14.0</td>
<td>14.0</td>
</tr>
<tr>
<td>neutral</td>
<td>6</td>
<td>12.0</td>
<td>12.0</td>
<td>26.0</td>
</tr>
<tr>
<td>agree</td>
<td>37</td>
<td>74.0</td>
<td>74.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

According to the statistical analysis of table and figure (4.19) most respondents (74%) agree, (12%) to some extent and (14%) disagree that, through modern media, learners are natural collaborators, Thus this statement is accepted
Statement (20) Computer-based lessons encourage learners to continue on modern enjoyable activities learning

Table (4.20)

<table>
<thead>
<tr>
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<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<td>4.0</td>
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<tr>
<td>neutral</td>
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<td>10.0</td>
<td>10.0</td>
<td>14.0</td>
</tr>
<tr>
<td>agree</td>
<td>43</td>
<td>86.0</td>
<td>86.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig(4.20)

According to the statistical analysis of table figure (4.20) most respondents (86%) agree, (10%) neutral and (4%) disagree with the statement. Thus this statement is accepted.
4.2 Testing Hypotheses

The topic tries to ensure and test the hypotheses that may

Answer previous question.

**Hypothesis one: **It is useful to integrate technology in EFL classroom teaching and learning

According to the statistical analysis of table (4.1,2,4) the hypotheses is accepted.

**Hypothesis Two:** Using technology in EFL classes teaching and learning motivates students

According to the statistical analysis of table (4.2, 12), the hypothesis is accepted

**Hypothesis three:** Most of the EFL students prefer the use of technology, especially computers,

According to the statistical analysis of table (4.15,16) most respondents with this idea, so this hypothesis is accepted.

**Hypothesis Four:** Using different technological devices help teachers to increase students’ achievement

According to the statistical analysis of table (4.9,11,12) most respondents agree with this hypothesis.

**Hypothesis Five:** Using reading-based computer programs improves the word vocabulary, fluency, and comprehension of the students

According to the statistical analysis of table (4.4,7) most respondents agree with this hypothesis.
CHAPTER FIVE

CONCLUSION, FINDINGS AND RECOMMENDATIONS

5.0 Introduction

In this chapter the researcher states the findings, conclusion and some recommendations.

5.1 Conclusion

The rise of technologies has complicated its adoption and integration by teachers in classroom. The effective integration of ICTs into classrooms poses a challenge to teachers than connecting computers to a network. The aim of this study is investigating the effectiveness of utilizing ICT in EFL classroom as techniques for improving learners’ communicative skills. This can be done through different teaching tools, techniques and educational strategies.

5.2 Findings

After analyzing the data, the study has received the following results:

1. EFL learners can be motivated through using technology in the class
2. A very little number of teachers are reported using ICT for educational purposes.
3. ICT is suitable for EFL syllabus goals.
4. Computer-based teaching activities make the lessons more enjoyable.
5. Using ICT in EFL teaching and learning develops learners’ performance and save time and effort.
6. Students understand language better when the teacher uses technology in the class.
7. ICT encourage language learning and language teachers as far as it is advantageous over traditional methods of instruction.
8. e-learning develops students’ language skills

9. Sufficient capabilities are a matter of importance at local regional and/or national level for the integration of ICT.

10. ICT is suitable for EFL syllabus goals

5.3 Recommendations

1. Students should be able to communicate through technology

2. EFL learners should be given opportunities to use ICT for learning.

3. Provision of training, which is a key factor in both changing attitudes and encouraging teachers to incorporate technology in their instruction is highly recommended.

4. Computer-based teaching activities should be practiced to make the lessons more enjoyable.

5. Teachers exposed to ICT use should be given more time to learn and be comfortable with the use of ICT.

6. Teachers should enhance and sustain ICT literacy programmes and pedagogical awareness of encourage teachers to integrate ICT in their teaching.

7. Collaborative activities through audio visuals aids should be practiced to encourage learners learn English language.

9. Comparative studies should be conducted about ICT integration and teaching between public private institutions.

10. Issues and challenges of CT integration should intensely be studied and discussed at national local and regional levels of institutional leadership.

11. Technological equipment should be available, durable and affordable.
References


Landrum, T. J., & McDuffie, K. A. (2010). Learning styles in the age of differentiated instruction. Exceptionality, 18, 6-17. 6

Vivialba


Appendix

Dear colleges: This questionnaire is designed to collect data for PhD research in ELT, which entitled (Utilizing ICT in EFL classroom Teaching) I would be grateful if you could give your opinions by putting a tick(✔️) in the right scale. Mohmmmed Omran Mostafa Ahmmmed

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EFL learners can be motivated through using technology in the class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>It is not useful to integrate technology in EFL classroom teaching and learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>EFL teachers don’t have the required knowledge of how to use information technology in ELT teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Computer-based teaching activities make the lessons more enjoyable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Using ICT in EFL teaching and learning develops learners’ performance and save time and effort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students understand language better when the teacher uses technology in the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Using computer improves learners fluency,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ICT devices should be used in the class to increase students’ information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Most of the EFL teachers do not prefer the use of technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>e-learning develops students’ language skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The most important aspect, technology in the class is how students utilize it to study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The Internet is certainly a modern technological way for</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>89</td>
<td>persons hope to develop their English language skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Modern computer programs can generate voice signals and decode human sound which can be used in teaching sounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Technology is just a tool, but can not take the role of the teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The use of computers in listening provides students with visual and voice inputs which can enhance their information and ideas, and develop their listening skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Technology is good for those students who are shy of present difficulties in interacting in class with their peers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>EFL learners can be distant learners through ICT mediums</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>EFL learners can benefit from mobile devices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Through modern tools, EFL are natural collaborators,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Computer-based lessons encourage learners to continue on modern enjoyable activities learning</td>
<td></td>
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