

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
UNIVERSITY OF MOHAMED BOUDIAF

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

N°:.....



DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

OPTION: LINGUISTICS

**Teachers' and Students' Perceptions and  
Attitudes towards the Use of ICTs in EFL Classes  
The Case of Fourth year Middle School Teachers and  
Students in Bordj Bou Arreridj**

Dissertation Submitted to the Department of English in partial fulfillment of  
the Requirements for the Degree of Master in Linguistics

Submitted by:

Mr. Silem Larbi

Mr. Belkhous Mohammed

Supervised by:

Dr. BOUAZID Tayeb

**Board of Examiners**

Dr. BOUAZID Tayeb	Mohamed BoudiafM'sila university	Supervisor
Dr. Saber Djemoui	Mohamed BoudiafM'sila university	Examiner
Ms. Farrah Sabah	Mohamed BoudiafM'sila university	chairman

**Academic year: 2023-2024**

## **Declaration**

We, hereby solemnly declare that the work we are going to present in this thesis entitled

**Teachers' and Students' Perceptions and Attitudes towards the use of ICTs in EFL class.**

is our own to the limits of our knowledge, have not been submitted before to any other institution or university or degree, and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

Date: June 6th, 2024

**Signature**

Mr. Silem Larbi

**Signature**

Mr. Belkhouss Mohammed

## **Dedications**

This work is dedicated to

To our lovely families and friends that we will never forget. Those who sincerely supported us with their prayer, kindness, and effort.

To all of you, we gladly dedicate this work and these words

Thank You

## **Acknowledgements**

We would like to thank ALLAH for his help and guidance  
throughout our life.

We would like to express our special thanks to our supervisor Dr.  
BOUAZID Tayeb for his unaccountable guidance, support, help, and  
patience to complete our work.

Our deepest thanks also go to the board of Examiners for their  
evaluation and feedback.

## **Abstract**

This study examines the perceptions and attitudes of teachers and students towards the integration of Information and Communication Technologies (ICTs) in English as a Foreign Language (EFL) classes at a middle school in Bordj Bou Arreridj. ICTs have become integral to modern educational practices, particularly in language learning contexts. The research explores how these perceptions influence teaching practices and learning outcomes, addressing both the challenges encountered and the potential benefits observed. Employing a mixed-methods approach involving surveys and interviews, the study provides a comprehensive analysis of current ICT usage in EFL education, aiming to enhance understanding and inform strategic implementation in similar educational settings.

### **Key Terms:**

**ICTs:** Information and Communication Technologies. **EFL:** English as a Foreign Language.

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**General Introduction**

### General Introduction:

#### 1. Introduction

The advent of Information and Communication Technologies (ICTs) has significantly transformed various sectors, including education. In the realm of language learning, ICTs have introduced innovative ways to enhance the teaching and learning process. English as a Foreign Language (EFL) education, in particular, has benefited from the incorporation of digital tools and resources, which have made learning more engaging and accessible. This paper investigates the teachers' and students' perceptions and attitudes toward the use of ICTs in EFL class the case of study was EFL teachers and students at middle school, focusing on their perceptions and attitudes toward these technologies' effects on learners' language proficiency, motivation and engagement, and overall educational experience.

Middle school is a critical period for language acquisition, where students are highly receptive to new learning methods. Traditional teaching approaches often fall short in addressing the diverse needs and learning paces of students. ICTs, with their interactive and multimedia capabilities, offer a solution by providing varied and adaptive learning materials that can cater to different learning styles. This study aims to explore how ICTs can be effectively integrated into EFL teaching practices and the resultant impact on student outcomes.

The case study approach allows for an in-depth examination of the specific context and conditions under which ICTs are deployed in the classroom. By focusing on middle school students, this research addresses a gap in the literature regarding the practical application of ICTs at this educational level. Key areas of investigation include the enhancement of vocabulary

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acquisition, improvement in listening and speaking skills, and the overall engagement and motivation of students.

Moreover, the study acknowledges the challenges associated with ICT implementation, such as varying levels of digital literacy among students and teachers, unequal access to technological resources, and the need for comprehensive teacher training programs. Addressing these challenges is crucial for the successful integration of ICTs in EFL education.

In conclusion, this paper provides a comprehensive analysis of the impact of ICTs on EFL learning among middle school students. The findings aim to inform educators, policymakers, and researchers about the benefits and challenges of using ICTs in language education, ultimately contributing to more effective teaching strategies and improved learning outcomes.

### **1.1 Background and Research Problem:**

The integration of ICTs in EFL education is widespread, yet the perceptions and attitudes of fourth year middle school teachers and students towards these technologies remain underexplored. This study focuses on understanding these perceptions and how they influence the integration of ICT tools in teaching practices, addressing the gap in the literature regarding the practical implications of ICT use in EFL education at the middle school level.

### **1.2 Research Questions:**

1. What are the perceptions and attitudes of fourth year middle school teachers towards the use of ICTs in EFL classes?
2. What are the perceptions and attitudes of fourth year middle school students towards the use of ICTs in EFL classes?
3. Are ICTs currently utilized in EFL teaching?

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4. What are the effects of ICT integration on the language proficiency, motivation and engagement of EFL learners?
5. What challenges and opportunities arise from incorporating ICTs into EFL classrooms?
6. How do these perceptions influence the integration and effectiveness of ICTs in EFL teaching and learning?

### **1.3 Aims and Objectives:**

- ❖ To evaluate teachers' perceptions and attitudes toward the use of ICTs in EFL classes.
- ❖ To examine students' perceptions and attitudes toward the use of ICTs in EFL classes.
- ❖ To analyze how these perceptions impact the integration and effectiveness of ICTs in EFL education.
- ❖ To identify and propose solutions for the challenges faced by teachers and students in using ICT tools in EFL classrooms.

### **1.4 Hypotheses:**

- Teachers who have positive attitudes towards ICTs will demonstrate a higher frequency of ICT integration in their EFL teaching, measured by the number of ICT tools used and the diversity of activities facilitated by these tools.
- Students with positive perceptions of ICTs demonstrate higher engagement and motivation in EFL learning.
- The successful integration of ICTs in EFL classrooms is influenced by both teacher and student attitudes.

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### **2. Literature Review**

The integration of Information and Communication Technologies (ICTs) in education has transformed teaching and learning practices globally, including in the field of English as a Foreign Language (EFL). This literature review synthesizes existing research and theories to contextualize the study on teachers' and students' perceptions and attitudes towards ICT use in EFL classes, specifically focusing on fourth-year middle school students and teachers in Bordj Bou Arreridj.

#### **2.1. ICT Integration in EFL Education**

ICTs have been increasingly recognized for their potential to enhance language learning experiences by providing interactive and personalized learning environments (UNESCO, 2020). In the context of EFL education, ICT tools encompass a range of digital resources such as language learning apps, multimedia platforms, and virtual classrooms, aimed at improving language acquisition and learner engagement (Hubbard, 2019; Warschauer, 2017).

#### **2.2. Previous Studies on ICT Use in EFL Classes**

Research indicates that integrating ICTs in EFL classrooms positively impacts language learning outcomes by promoting real-world language use opportunities and learner autonomy (Stockwell, 2016; Levy & Stockwell, 2020). Furthermore, ICTs enhance student engagement and motivation through interactive activities and access to diverse educational resources (Chen & Lin, 2018; Kukulska-Hulme & Shield, 2017). However, these studies predominantly focus on general contexts and higher educational levels, highlighting the need for more targeted research in middle school settings.

#### **2.3. Teachers' Perceptions and Attitudes towards ICTs**

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Teachers' attitudes towards ICTs significantly influence their integration into EFL teaching practices. Positive perceptions are often associated with effective ICT use, whereas challenges such as inadequate training and institutional support may hinder implementation (Levy & Hubbard, 2018; Hsu & Wang, 2019). Empirical studies emphasize the importance of digital literacy and professional development in enhancing teachers' confidence and competence in utilizing ICTs effectively (Becta, 2016; Ertmer, 2015). However, specific insights into middle school EFL teachers' perceptions remain limited.

### **2.4. Students' Perceptions and Attitudes towards ICTs**

Students often regarded as digital natives, generally exhibit positive attitudes toward ICT use in learning environments, viewing technology as integral to their educational experiences (Cuban & Smith, 2018; Karsenti & Fievez, 2017). Research highlights students' preferences for interactive learning facilitated by ICTs, promoting active engagement and collaboration (Steel & Levy, 2019; Godwin-Jones, 2018). Nevertheless, there is a need for further exploration into middle school students' specific perceptions of ICT use in EFL classes, particularly within diverse cultural and educational settings.

### **2.5. Challenges and Opportunities in ICT Integration**

Despite the recognized benefits of ICT integration, persistent challenges such as the digital divide, resource constraints, and resistance to change among stakeholders remain (UNESCO, 2020). Addressing these challenges through targeted policies, professional development initiatives, and collaborative partnerships can promote equitable access to technology and enhance its effective implementation in middle school EFL classrooms.

### **2.6. Identified Gaps and Future Directions**

This review identifies several gaps in the existing literature:

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- Middle School Context Specificity: There is a lack of studies specifically focused on middle school contexts within EFL education.
- Teachers' Perceptions in Middle School: Limited insights exist into middle school EFL teachers' perspectives on ICT use.
- Students' Perceptions in Middle School: Further research is needed into middle school students' specific perceptions of ICT use.
- Effectiveness of ICT Integration: More empirical studies are required to evaluate the effectiveness of ICT tools in middle school EFL settings.
- Challenges and Solutions: There is a need for nuanced exploration into challenges specific to middle school contexts and for tailored solutions.

### **2.7. Conclusion**

In conclusion, this literature review highlights the transformative potential of ICTs in middle school EFL education while underscoring gaps in understanding teachers' and students' perceptions and attitudes towards ICT use. By addressing these gaps, this study aims to provide valuable insights into effective ICT integration strategies and their impact on language learning outcomes. This comprehensive review informs the design and interpretation of empirical research, contributing meaningfully to the field of EFL education and ICT integration.

## **3. Methodology**

### **3.1 Research Design:**

This study employs a mixed-methods approach, combining quantitative data from surveys and qualitative data from interviews. This design is suitable for capturing both the breadth and depth of teachers' and students' perceptions and attitudes toward ICT use in EFL education.

### **3.2 Sampling:**

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Participants will include EFL teachers and students from various middle schools to ensure a diverse and representative sample. The selection will aim to include schools with different levels of ICT integration.

### **3.3 Data Collection:**

- Surveys will be used to assess the perceptions and attitudes of teachers and students toward ICT use in EFL classes.
- Interviews with teachers will provide deeper insights into their experiences, challenges, and attitudes toward ICT integration in EFL education.
- Observation data: classroom observations were conducted over several sessions to directly observe the use of ICT tools during lessons. This qualitative data captured real-time interactions between teachers, students, and technology, revealing patterns of engagement, technical issues, and overall effectiveness of ICT integration in fostering interactive learning environments.

### **3.4 Data Analysis:**

Quantitative data from surveys will be analyzed using statistical tools to identify trends and correlations.

Qualitative data from interviews and observations will undergo thematic analysis to derive patterns and themes related to perceptions, attitudes, and experiences with ICT use in EFL education.

## **4. Significance of the Study**

The significance of this study lies in its potential to contribute valuable insights into the use of Information and Communication Technologies (ICTs) in English as a Foreign Language (EFL) education at the middle school level. By focusing on the perceptions and attitudes of both

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teachers and students, this research addresses a critical gap in the literature and offers several key contributions:

### **4.1. Enhanced Understanding of ICT Integration in EFL Education:**

This study provides a detailed examination of how ICTs are currently being utilized in EFL classrooms. By highlighting the specific tools and methods that are most effective, the research offers practical guidance for teachers and educational institutions looking to enhance their EFL programs.

### **4.2. Impact on Teaching Practices:**

By exploring teachers' perceptions and attitudes toward ICTs, the study identifies factors that influence the successful integration of technology in teaching. Understanding these factors can help in designing professional development programs that better equip teachers to utilize ICTs effectively, ultimately leading to improved teaching practices and student outcomes.

### **4.3. Influence on Student Engagement and Motivation:**

The study investigates how students perceive and react to the use of ICTs in their language learning process. Insights gained from this research can inform the development of more engaging and motivating educational materials and activities, tailored to the preferences and needs of middle school EFL learners.

### **4.4. Identification of Challenges and Solutions:**

By identifying the challenges faced by both teachers and students in the integration of ICTs, this study provides a foundation for developing strategies to overcome these obstacles. Recommendations based on the findings can guide policymakers and educational leaders in creating supportive environments for ICT use, including addressing issues of digital literacy, access to resources, and the need for comprehensive teacher training.

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### **4.5. Contribution to Policy and Curriculum Development:**

The findings of this research can inform educational policies and curriculum development, ensuring that ICT integration in EFL education is aligned with best practices and addresses the needs of both teachers and students. This can lead to more effective and equitable educational experiences across different schools and regions.

### **4.6. Foundation for Future Research:**

This study lays the groundwork for further research into the use of ICTs in EFL education. By providing a comprehensive analysis of current practices and perceptions, it opens up new avenues for exploring how technological advancements can continue to support language learning and teaching.

In conclusion, this study is significant for its potential to improve the implementation and effectiveness of ICTs in EFL education. By addressing the perspectives of both teachers and students, it offers a holistic view of the current landscape and provides actionable insights that can enhance language learning outcomes and educational experiences in middle school settings.

## **5. Expected Results**

This study aims to explore the perceptions and attitudes of teachers and students towards the use of ICTs in English as Foreign Language (EFL) classrooms at the middle school level. Based on the research questions and objectives, the expected findings include:

### **5.1. Positive Attitudes toward ICT Integration:**

Both teachers and students are anticipated to exhibit generally positive attitudes toward the integration of ICTs in EFL education. Teachers may recognize the potential of ICT tools to enhance their teaching methods and engage students more effectively. Similarly, students are

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likely to find ICTs appealing due to their interactive and multimedia capabilities, which make learning more enjoyable and accessible.

### **5.2. Enhanced Student Engagement and Motivation:**

The study is expected to reveal that students who are exposed to ICT-rich environments show higher levels of engagement and motivation in learning English. The interactive nature of digital tools, such as educational software, games, and online resources, is likely to contribute to increased student interest and active participation in the learning process.

### **5.3. Improved Language Proficiency:**

It is anticipated that the strategic use of ICTs in EFL classrooms will be positively correlated with improvements in students' language proficiency. Specifically, ICT tools may facilitate better vocabulary acquisition, listening and speaking skills, and overall language comprehension. Teachers may report observable progress in students' language abilities as a result of incorporating technology into their lessons.

### **5.4. Identification of Effective ICT Tools and Practices:**

The research is expected to identify specific ICT tools and practices that are particularly effective in enhancing EFL teaching and learning. For example, digital classrooms, language learning apps, and multimedia resources might be highlighted as valuable assets in the EFL instructional toolkit. Teachers' insights will help pinpoint which technologies are most beneficial and how they can be best utilized in the classroom.

### **5.5. Challenges in ICT Integration:**

The study is likely to uncover several challenges associated with the integration of ICTs in EFL education. These challenges may include varying levels of digital literacy among teachers and students, limited access to technological resources, technical issues, and a lack of

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comprehensive training for teachers on how to effectively use ICTs in their teaching practices. These obstacles will provide a clearer understanding of the barriers that need to be addressed to facilitate successful ICT integration.

### **5.6. Recommendations for Overcoming Challenges:**

Based on the challenges identified, the study is expected to offer practical recommendations for overcoming these obstacles. Solutions may include targeted professional development programs for teachers, investment in technological infrastructure, development of user-friendly educational software, and policies aimed at ensuring equitable access to ICT resources for all students.

### **5.7. Differences in Perceptions Based on Demographic Factors:**

The research might reveal differences in perceptions and attitudes toward ICTs based on demographic factors such as age, gender, prior experience with technology, and socioeconomic status. Understanding these differences will help in tailoring ICT implementation strategies to meet the diverse needs of teachers and students.

In summary, the expected findings of this study are anticipated to provide valuable insights into the benefits and challenges of using ICTs in middle school EFL education. These findings will inform educators, policymakers, and researchers about the effective integration of technology in language learning, ultimately contributing to more engaging, efficient, and inclusive educational practices.

## **6. Conclusion**

This research proposal outlines a structured plan to investigate the teachers' and students' perceptions and attitudes toward the use of ICTs in EFL class, and their effects on learning and

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teaching process. The findings are expected to contribute valuable insights to the field of education



# **Chapter I**

## **Literature Review**

## Chapter one: Literature review

### Section one: the Use of ICT in EFL Class

#### 1.1.Introduction

In recent decades, technology has advanced at an astonishing rate in almost every area of human life, including education. As a result, many efforts have been made by foreign language professionals to create innovative foreign language environments using information and communication technologies as new pedagogical tools for teaching and learning. Indeed, the use of ICT tools in the context of foreign language teaching and learning is increasingly popular, as numerous empirical studies have demonstrated the positive effects of an appropriate ICT use on the language learning process.

This section focuses on the use of ICT in foreign language classrooms. Accordingly, it begins by defining the term "Information and Communication Technology". Next, a list of ICT tools currently used in foreign language learning contexts is provided. This section also sheds light on the use of these technologies in foreign language classrooms. Furthermore, it outlines some requirements for successful ICT integration. In addition, special attention is paid to explaining the benefits of incorporating ICTs in language learning. The final subsection discusses some of the challenges that can arise when integrating ICT into EFL classrooms.

##### 1.1.1. Definition of ICT

ICT is an abbreviation for Information and Communications Technology. It is obvious that there is no universally accepted definition of ICT as the applications and technology involved in ICT are constantly evolving, and new devices and systems are created almost daily. Blurton's (1999) definition is one of the best -known definitions of ICT. It is defined as "a diverse set of technological tools and resources used to communicate as well as create, disseminate, store, and

manage information.” Radio and television (broadcasting technology) as well as the telephone, computer, and Internet are other examples of these technologies. Simply put, information and communication technology (ICT) refers to any technology that facilitates the transmission of information and communication.

### **1.1.2. The Currently Used ICT Tools in EFL Classrooms**

ICT now plays a vital role in the development of the educational sector, especially in the context of language learning. Many technologies have been classified as Information and Communication Technologies, each with their own set of characteristics and functions, such as:

- **Interactive Multimedia:**

According to England and Finney (2011), interactive multimedia is concerned with the incorporation of digital media such as electronic texts, graphics, moving images, and sound into a structured digital computerized environment that may include the Internet, telecommunications, and digital television. For them, interactive multimedia allows people to interact with data for specific purposes (p2).

- **Audio Devices:**

The compact disc player (CD) and the audio cassette recorder are two of the most popular devices among modern language teachers, in addition to the Web, which can serve as a new source of authentic listening materials thanks to the ability to download MP3 files quickly (Fitzpatrick, 2004, p.12). Audio devices can be used alone or in conjunction with other media to create interactive multimedia.

- **Computers:**

The computer is one of the most important tools in language learning. This machine can be used in conjunction with other multimedia learning devices or as a stand-alone PC while still serving its primary purpose as an electronic language learning medium (Hartoyo, 2012, p.29).

According to the Dictionary' website, Computers are defined as "programmable electronic devices that accept data, perform prescribed mathematical and logical operations at high speed, and display the results of these operations". Computers of various types include mainframes, desktop and laptop computers, tablets, and smart phones. As a result, the computer is a multi-purpose device with many different types.

- **Internet:**

The internet can be defined from a technological point of view as the network of computers. It is actually much larger. In a more detailed definition, Teeler and Gray (2000) stated that the internet is a network of people and information linked interchangeably by telephone cables connected to computers. Furthermore, they stated that the global communication system is made up of over 100,000 independent networks, including both public and private networks (p.1). In other words, the internet is a tool that enables distant people to effectively communicate by sharing their information, ideas, and knowledge. Parrott (1993) added a new definition, describing the internet as «A vast computer network linking smaller computer networks worldwide. »The internet includes commercial, educational, governmental, and other networks, all of which use the same set of communications protocol.” (P3).

- **Telephone and VoIP (Voice over Internet Protocol):**

Telephones frequently have poor analogue transmission quality and are expensive. As a result, it is not widely used in language teaching. However, unlike the telephone, the VoIP system or voice over internet protocol is free as long as there is an internet connection, making it very popular among teachers and students. The 'dictionary.com' website defines VoIP as "a technology or set of standards for delivering telephone calls and other voice communications over the Internet, involving the conversion of analog voice signals to digital form" (VoIP, 2017). Thus,

VoIP is a very useful and convenient tool that allows its users to communicate easily through a variety of different applications such as Skype, Viber, and so on.

- **Mobile Gadget:**

The Oxford advanced learner dictionary defines a gadget as "a small tool or device that does something useful" (Hornby, 2004, p.610). As a result, a mobile gadget is a small electronic device, such as a cell phone or a smart phone that can combine features of a personal computer with other mobile phone features. This device can connect to the Internet, allowing its users to browse and chat with others.

- **Interactive Whiteboard:**

According to Wikipedia ,the interactive whiteboard, or IWB, is a large touch screen system that can function as a separate computer or as a touchpad that manipulates computers from a projector .This technological device has been shown to increase learners' interest and motivation, and thus improve the quality of their work (Passey, Rogers, Machell& McHugh, 2004, p.5). Similarly, Hennessy and London (2013) assert that "the context and nature of IWB use are critical." Nonetheless, the effects of IWBs on learner achievement are generally more positive than for all other forms of technology."

### **1.1.3. The Application of ICTs in FL Classrooms**

ICTs are now playing an increasingly important role in education, particularly in language teaching and learning. In fact, ICTs are no longer regarded as extraneous and unnecessary tools, but rather as an essential component of modern-day learning (Kalnina&Kangro, 2007). As a result, the majority of teachers are attempting to incorporate these technologies into their classrooms. Fitzpatrick (2004) outlines seven ways in which ICT is used in language teaching and learning in this vein:

- **Presentation**

Some language learning ICT materials, such as text-based and audio-video materials, may be used to present lessons to students. These materials are available on the Internet or on CD-ROM.

- **Practice**

Many different types of exercises can be carried out with the help of ICT, such as the presentation of stimuli or the examination of students' answers with appropriate feedback in various learning areas such as grammar, pronunciation, and so on.

- **Computer-Aided Assessment (CAA)**

Computer-Aided Assessment (CAA) plays an important role in foreign language teaching and learning because it allows students to test their knowledge using Web-based testing systems. Furthermore, (CAA) assists learners in creating multimedia activities through the use of freeware applications.

- **Reference**

Using ICT provides learners with numerous resources for their learning activities and tasks. These resources include online dictionaries, news and magazine websites, CD-ROM encyclopedias, and so on.

- **Publishing**

Many ICT devices allow students to publish their work collectively in a variety of ways, such as by recording interviews, discussions, and presentations, among other things.

- **Communications**

E-mails, computer-mediated discussions, audio and video conferencing, and other forms of technology enable learners and teachers to communicate with one another and with people from other countries.

- **Simulations**

Many computer programs are thought to be extremely effective stimuli because they prompt analysis, critical thinking, discussion, and writing. Furthermore, video conferencing can be used to stimulate real-world activities. Additionally, the language learner can access a variety of learning tasks on websites that include simulation, such as Web Quest, Action Mazes, and adventure games, among others (pp.14-16).

#### **1.1.4. Prerequisites for a Successful Integration of ICTs in Classrooms**

It is important to note that successfully integrating ICT in classrooms is a difficult task.

According to Fitzpatrick (2004), “the vast potential of ICT should not blind us to the fact that quality rather than quantity is required here”. (p.14) In fact, many teachers fail to achieve good results when using ICT in their classrooms, primarily because they fail to motivate their students to use these technologies. As a result, "professional development must focus not only on how to use a specific piece of hardware or software, but also on how it is used in conjunction with more effective pedagogy, content, and context" (Li & Ni, 2010, p.120). That is, selecting an effective pedagogy is just as important as mastering the use of ICT. Although there is no ready-made formula for successfully and effectively integrating ICT in classrooms, some scholars suggest steps or principles that they believe are important in technologizing classrooms. Lankshear and Bigum (1999) published an article based on the work of Bigum and Kenway (1998) in which they advanced four main principles that may lead to the successful integration of ICT in classrooms:

- **Teachers First:**

This principle prioritizes the need for teachers to learn new technologies over the need for students to do so. As a result, teachers must first learn how to use these technologies for their

own purposes and in their own personal work in order to fully master their use before using them in their classrooms.

- **Complementarily:**

It emphasizes the importance of understanding the larger context of using any technology. For example, proper software and hardware use necessitates emphasizing the significance of recognizing the terminal points, similarities, and expectations regarding the use of hardware and software.

**Workability:** It focuses on determining the viability and utility of any new technology. Workability, in other words, measures the improvement of students' and teachers' achievements when using ICT. Furthermore, it sheds light on the costs of using these technologies in terms of the amount of time that the teacher may waste, and thus decides whether or not to use them.

- **The Equity Principle:**

It emphasizes the significance of distributing ICT resources equally across schools or across curriculum areas within a school. That is, impoverished areas must be provided with adequate ICT resources in order for students to gain sufficient knowledge (p.453).

### **1.1.5. Advantages of ICT Usage in FL Teaching and Learning**

There is no doubt that effective use of information and communication technology (ICT) improves foreign language teaching/learning. One of the primary advantages of ICT is that it connects the curriculum to real-world activities, thereby preparing students to deal with the language they will use outside of the classroom (Nunan, 2004, p.50).Furthermore, "appropriate use of ICT can help to personalize pupil learning, develop pupil-centered and collaborative learning approaches, and offer new ways of supporting and enhancing pupils' conceptual learning" (Pittard, Bannister & Dunn, 2003, p.14).Personalizing students' learning and assisting in the transition from teacher-centered to learner- centered learning entails increasing

learners' autonomy. As a result, their motivation will improve. In fact, numerous studies have found that ICT improves learner motivation. Valentine et al. (2005) discovered that ICT increased learners' motivation and confidence, made schoolwork more enjoyable, and improved achievement in their study.

The British Educational Communications and Technology Agency (Becta, 2004) conducted a study that found that using ICT in modern foreign language teaching and learning has numerous advantages. These advantages are primarily dependent on how ICT is used. That is, increased attainment and motivation are dependent on teachers' and students' ability to use ICT as an effective pedagogical tool that aids in the achievement of many learning objectives.

Similarly, Padurean (2009) contends that the use of ICT facilitates communication among peer learners because they can exchange information and participate in blog discussions, work in groups on different projects, exchange emails, search for information, and so on. Furthermore, the internet can provide authentic materials to foreign language learners, allowing them to gain a better understanding of the culture of the target language. The Internet also aids in the development of students' individual work by providing a variety of reference materials such as online dictionaries and search engines. Furthermore, students will be able to find missing information, the meaning of new words, synonyms, antonyms, or communicate with their classmates online, via e-mail, or in any other ICT environment on their own (p.98).

Padurean (2009) went on to say that implementing ICT in foreign language teaching has four major benefits. The first is the 'ability to control presentation,' which distinguishes computers from books. The latter has a fixed presentation, whereas the former can link visual and listening materials, as well as text with graphics and pictures. The second advantage is 'novelty' and 'creativity,' which means that the teacher can vary the materials for each lesson, as opposed to teaching with textbooks, where he uses the same method every time. The third concept is

'feedback,' which emphasizes the role of computers in providing students with immediate feedback on their answers via error correction, and in some cases, computers assist in adjusting these errors. The final advantage is 'adaptability,' which allows the teacher to modify computer programs based on the students' level of language knowledge. That is to say, computer programs are more learner-friendly than books, which are created in a single uniform format and must be learned regardless of the learners' issues (p100).

To summarize, the benefits listed above are based on a plethora of studies that have been conducted to investigate the effects of using ICTs in foreign language teaching and learning. Clearly, the majority of them confirm the positive effects of appropriate ICT use on both teachers and students.

#### **1.1.6 Some Difficulties Facing the Integration of ICTs in Classrooms**

All of the preceding evidence suggests that the effective use of ICT tools in language teaching and learning benefits both teachers and students. However, this does not imply that ICT usage is simple.

In fact, there are some challenges to integrating these technologies in classrooms. The difficulties are either related to the teacher, the students, or the technology.

Many teacher-related factors may pose significant challenges when implementing ICT tools in teaching and learning. One of these is teachers' lack of confidence in using ICTs in the classroom, which may result in total failure. According to Scrimshaw (2004), some teachers may be concerned because they do not consider themselves skilled in using ICTs in front of their students, who may know more than they do (p.9). Furthermore, the teachers' lack of training may cause a variety of issues, including time waste. Another factor is teachers' resistance to change, as some prefer to use traditional teaching methods rather than new technology-based ones. Furthermore, the teachers' inappropriate selection of online activities can be dangerous and have

negative consequences. According to Shin (2015), "there is a risk that teachers will present inaccurate, inappropriate, or even dangerous content to learners if online materials are used without critical review of their suitability" (p.182). To avoid problems, the teacher should be aware of the content of online materials. Many difficulties should be recognized on the part of the students.

Students may become easily distracted when using ICTs in the classroom. Furthermore, some students may become overly excited, making noise and thus disturbing their classmates. Jedeskog and Nissen (2002) described students' behavior during a lesson in which the classroom is equipped with ICT materials in their research paper:

They are working on schoolwork, sending emails, selecting new music from their MP3 files, viewing a home page, and chatting all at the same time. When I get closer, they quickly (and deftly!) switch to the school task. (p.5). According to their observations, ICT-based teaching and learning provides learners with more opportunities to get off task, demonstrating the negative impact of integrating technology in classrooms.

The third major challenge to ICT integration in classrooms is technological in nature. Because most classrooms in schools and universities are not equipped with modern, high-quality ICT, the lack of access to resources remains a fact. According to Mumtaz (2000), the more high-quality ICT resources that are made available to schools, the better the results students will achieve. He went on to say that a lack of computers and software can limit teachers' ability to use ICT in the classroom (as cited in BECTA, 2004, p.11).

Some of the factors that limit ICT access include its high cost and maintenance, the high cost of virus attacks and computers, internet connection interruptions, and a lack of electric power ( Oyiboka & Nanadi, 20136, p. 63).

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**Chapter One: Literature Review****Section two: ICT in Education****1. The Integration of Technology in Classroom: (Brief history)**

In Printed lessons, named Horn-Books was one of the means used by educators to teach their students during the Colonial years, these printed lessons were used to assist students in learning verses. After two centuries, in 1870, technology advanced to involve the Magic means, a primitive version of a slide projector that projected images printed on glass plates. At the end of World War I, through the Chicago public school system, around 8,000 lantern slides were circulating. By the time, in 1890, the Chalkboard came around and followed by new thing which was the pencil in 1900, it was clear that students were eager to know more advanced technological tools in education which were the following:

- In the 1920s, Radio appeared as an entirely new wave of learning and in the 1920s; on-air classes began popping up for any student within listening range.
- In 1930, the overhead projector came then, in 1940, the ball point pen followed it and headphones in 1950.

There was a new technological tool that arrived. It was called Video tapes on the scene in 1951, creating a new and exciting method of instruction.

- A combined system of teaching was produced by The Skinner Teaching Machine and testing, strengthening correct answers such that the student can proceed to the next lesson.
- The photocopier (1959) and hand held calculator (1972) took a part in the classrooms next, allowing for mass production of material on the fly and fast mathematical calculations.
- In1972, Michael Sokolski introduced The Scranton system of testing, which gave the chance to educators to grade tests more rapidly and efficiently.

In the years following, the pre-computer years were crucial in the decisions made for computers which were video, calculator, Scranton, were important technological types that had become necessary, and rapid production to materials, using the photocopier and had become a standard. In this regard, U.S. Department of Education reported that in 1900, high school enrollment was only 10%, but by 1992 had expanded to 95%. In college, the number of students was around 1 million in 1930, but by 2012 had grown to a record 21.6 million.

When students were looking for new means to communicate, study, and learn new teachers needed methods of instruction and testing.

### **1.1.ICT Tools in education:**

In short time, ICTs have become one of the basic building blocks of modern society. Understanding ICT as mastering the basic skills and concepts of ICT are regarded now by many countries as a part of the core of education such as reading, speaking, listening ...etc. (Daniels, 2002)

As dealt with in the previous element there are many ICT devices that can be used in many fields but what are the ones that can be used in education? And what does ICT integration in education means?

In education, ICT Integration may indicate many things to many people. Depend on, the National Forum on Education Statistics (2005, part 8), as defined Technology integration is the incorporation of technological resources and technology focused on practices into the daily routines, work, and management of schools and in Education. There are some technological tools are integrated which are the following:

#### **1.1.1. Computer:**

It is considered as a programmable machine. The user is permitted by computer to store all sorts of information and then process it, or carry out actions with the information, such as organization of words or calculation of numbers.

#### **1.1.2. Interactive Whiteboard:**

It is a large touch-sensitive board which is used by people to facilitate interactive ICT engagement with a combination of a computer and digital projector. It is considered as a traditional one and can be used similarly. Besides, the computer connected to the interactive whiteboard can be used by touching the board directly or by using a special pen (Oxford Dictionary).

#### **1.1.3. PowerPoint Presentation:**

It is an electronic presentation program that helps people present a speech using a collection of slides.

#### **1.1.4. Video Tape:**

During 1950s, videotape exhibits happened in California. The use of the videotape in the classroom also emerged. The videotape was shown using an Ampex tape recorder that kept the narrow tape redeploying at 360 inches per second. The wider magnetic videotapes were not put into use until a few years later. (<http://www.eslweb.net/blgedu/2017/08/17/history-of-technology-in-classrooms>)

#### **1.1.5 The Photocopier:**

At the end of the 1950s, the first photocopier machine was launched by Xerox. This facilitated teachers to create copies of classroom materials to teachers faster than the mimeograph machine.

#### **1.1.6 The iPad:**

Between 2007 and 2010, smart phones started growing in popularity and were widely used by students. At this time, they were still not acknowledged as a classroom learning tool until the inception of the iPad in 2010 which brought Wi-Fi enabled mobile devices to the forefront as a learning device in the classroom.

The role of the teacher was also changed by technology. Two decades ago, the teacher was fundamentally constrained to giving class notes, willing to make learning fun and interesting through showing a video, and using a limited variety of other tools. With this, they were required to achieve various learning styles simultaneously without the proper tools.

Nowadays, a teacher's role has changed to a facilitator and supporter as students work together and use applications that are suitable to their learning style. This empowers the teacher to be more proactive about giving individual help when required without worrying about hindering the learning process of other students in the classroom. ([http://www.eslweb.net history-of-technology-in-classrooms](http://www.eslweb.net/history-of-technology-in-classrooms))

Both teachers and students use this presentation collecting slides to create oral presentations, although there are many applications and programs that use slides presentation power point remains one of the most famous and easier ones to use. These are not the only ICTs used in education but the main ones, in fact ICTs are used all fields and higher education also.

## **2. The Use of ICT in Higher Education**

The education environments now are permeated by using ICT which play a major role to success teaching and to enhance the process of learning by organizing management of learning institutions. UNESCO (2002).

ICTs are a driving force behind much of the development and innovation in both developed and developing countries, in fact ICTs are considered as a mainstream in higher education, and are being used in many areas such as developing course materials; delivering content and sharing

content; communication between learners, teachers and the outside world; creation and delivery of presentation and lectures; academic research; administrative support and student enrolment (Mandal& Mete, 2012).

ICT has been introduced into the Algerian educational system in general and higher education in the late 1990s. A wave of governmental decisions helped its dissemination across a large range of educational institutions under the provision of hardware, personal computers and ICT labs. The aim was to achieve the potential benefits of teaching and learning through ICT, and making it as an integral part of the curriculum.

### **3. The benefits of using ICTs in Education:**

Major differences in the learning and teaching approaches are made by the use of ICT. Over the last 20 years, Schools in the Western World invested a lot for ICT infrastructures and students use computers more often and for a wider range of applications (Volman, 2005). Several examinations uncover that students using ICT facilities mostly obtain higher marks than those who do not use. For example, Kuliks (1994) finding across 75 studies in the United States found the following. Students who used computer tutorials in mathematics, natural science, and social science score significantly higher on tests in these subjects. Students who utilized simulation software in science also scored higher.

Moreover, The discoveries additionally demonstrated that primary school students who used tutorial software in reading scored significantly higher on reading scores. Extremely youthful students who utilized PCs to compose their own particular stories scored fundamentally higher on measures of reading skill. Word processors and computers were used by the Students for writing scored higher on measures of writing skill. Furthermore, in education, the use of ICTs also changes the learning approaches. In education, there is a common belief stated by (Bransford, Brown, and Cocking, 1999) that the use of ICTs contributes to a more constructivist

learning and an increase in activity and greater responsibility of students. The role of the teacher is limited to supporting, advising, and coaching students rather than merely transmitting knowledge by the use of ICTs. (Tinio, V. L. 2002P.3).

Schools and classrooms are changing through using ICT and by bringing in new curricula based on real world problems. In addition it helps to give students and teachers more occasions for feedback and reflection, and building local and global communities that involve students, teachers, parents, practicing scientists, and other interested parties (Kozma and Anderson (2002). According to Similarly, Hepp et al. (2004) declare that in the educational system, ICTs play the major role that can be pedagogical, cultural, social, professional and administrative. To conclude, the advantages and benefits can be divided into two kinds one for teachers and the other for students.

### **3.1. Benefits for Students:**

ICTs provide a high quality courses through greater collaboration between planning, preparing, and presenting resources with the teacher. This develops a higher level learning styles. Furthermore, a main advantage is the development of oral skills, fluency, accuracy and elaboration; technology enhances setting more stimulation. In addition, it increases self-confidence and self-esteem because the most of students feel ease and so comfortable (<https://www.useoftechnology.com/technology-workplace-2>)

### **3.2. Benefits for teachers:**

ICTs facilitate sharing information and resources, as well as having a great flexibility in time and place where these tasks were applied. The lessons can be easily planned and prepared by the teachers and also the design and the choice of materials. Besides, it improves the professional image projected to colleagues. Moreover, the usage of computers during the lessons motivates

Students to continue using it in academic purposes. (<https://www.useoftechnology.com/technology-workplace-2/>).

#### **4. Teachers' and Students' Perceptions of ICTs**

##### **4.1. Why do teachers use ICT?**

The benefits and use of ICTs by learners relies on teachers. Actually there are many studies that showed why teachers choose to use ICTs in a particular setting.

According to Tella, Toyobo, Adika and Adeyinka (2007) who examined Nigerian secondary school teachers. They used a census of 700 teachers for the implication and development of ICT use in schools. The results presented that most teachers perceived ICT as a very useful tool which is making both teaching and learning easier. They believe that emphasis should be placed on the pedagogy underlying the use of ICTs for teaching and learning.

According to 68 Researches and active projects, by EdQual51, a Research Consortium of educational institutions in the UK and African countries like South Africa, Rwanda, Ghana, Tanzania on Educational Quality, there are two main reasons why teachers use ICT.

Firstly, teachers feel that their learners benefit by their own use of computers where they can see how computers actually work and how they can benefit from them. Secondly, teachers feel learners benefit from using computers themselves, where they gain, self-respect, confidence, and renewed motivation.

Building on this, Thijs et al. (2001) argue that technology use creates a learner-centered environment by making it easier for teachers to combine texts, sounds, colors and moving images which help in motivating learners, and enhances content for easier learning. Teachers also believe that using ICTs facilitates the acquisition of basic skills, which is better done by education television broadcasts that teach literacy and numeracy at basic education level.

Finally, in the 21st century, the relevance of a teacher is determined by the will to develop professionally and appropriately, while teacher development, according to MacDougall and Squires (1997), should focus on the following aspects in pre-service and in-service training programs:

- \*ICT skills with particular applications
- \*Integration of ICT into existing curricula
- \*Curricular changes related to the use of ICT including changes in instructional design
- \* Changes in teacher role in the face of ICT (Sara Hennessy and Brown Ongukopp 68/69).

#### **4.2. Teachers' Perceptions**

The integration of Information and Communication Technologies (ICT) in education has garnered diverse perceptions from teachers. Many educators view ICT as a transformative tool that enhances the teaching and learning process. According to a study by Bingimlas (2009), teachers appreciate ICT for its ability to provide interactive and engaging learning experiences, which can cater to various learning styles and increase student motivation. The use of ICT allows teachers to incorporate multimedia resources, interactive applications, and online platforms into their lessons, making the content more dynamic and accessible. This can lead to improved student engagement and understanding, as students are exposed to a variety of instructional methods that go beyond traditional teaching practices.

Teachers also acknowledge the role of ICT in facilitating access to a wealth of resources and up-to-date information, which can enrich the curriculum and support personalized learning (Gülbahar & Güven, 2008). The availability of digital libraries, online journals, and educational websites provides teachers with a vast array of materials that can be tailored to meet the needs

and interests of their students. This enables teachers to design more relevant and context-specific learning activities, fostering a deeper connection between students and the subject matter.

However, not all perceptions are entirely positive. Some teachers express concerns about the integration of ICT, citing challenges such as insufficient training, lack of technical support, and inadequate infrastructure (Ertmer&Ottenbreit-Leftwich, 2010). These barriers can hinder effective ICT usage and lead to frustration among educators. For instance, teachers may feel overwhelmed by the rapid pace of technological advancements and the pressure to constantly update their skills. Additionally, limited access to reliable internet connections and modern devices can impede the successful implementation of ICT in classrooms, particularly in under-resourced schools.

There is also a perception that ICT might depersonalize the teaching experience, reducing face-to-face interaction between teachers and students (Al-Faki&Khamis, 2014). Some educators worry that the increased reliance on technology could lead to a decline in interpersonal communication skills and a weakened teacher-student relationship. Despite these concerns, the overall trend indicates a growing recognition of the potential benefits of ICT in enhancing educational outcomes. Teachers who receive adequate training and support are more likely to embrace ICT and integrate it effectively into their teaching practices, ultimately benefiting their students.

### **4.3. Students' Perceptions**

Students' perceptions of ICT in education are overwhelmingly positive, particularly in terms of engagement and accessibility. Researches indicate that students find ICT tools to be highly motivating and enjoyable, which can lead to increased participation and interest in their studies (Youssef &Dahmani, 2008). The use of multimedia resources, interactive applications, and online

platforms is seen as a way to make learning more dynamic and relevant to students' everyday lives (Teo, 2008). For instance, educational games, simulations, and virtual labs provide interactive and immersive learning experiences that capture students' attention and make complex concepts easier to understand.

Moreover, students appreciate the flexibility that ICT offers such as the ability to access learning materials at any time and from any location. This flexibility supports diverse learning paces and styles, enabling students to review and comprehend materials at their own convenience (Aesaert & van Braak, 2014). The availability of online resources and digital textbooks allows students to learn at their own pace, revisit challenging topics, and explore additional materials that interest them. This self-directed learning approach can lead to greater autonomy and a deeper sense of responsibility for their education.

Nevertheless, some students may experience challenges, such as digital divides that lead to unequal access to technology or difficulties in navigating complex digital tools without proper guidance (Selwyn, 2011). The digital divide, which refers to the gap between those who have access to modern information and communication technology and those who do not, can exacerbate existing educational inequalities. Students from low-income families or rural areas may face barriers to accessing the necessary devices and internet connections, limiting their ability to benefit fully from ICT-enhanced education.

Despite these challenges, the overall student perception aligns with the view that ICT integration significantly enhances their learning experience. When provided with adequate support and resources, students are generally enthusiastic about the use of technology in their education. They value the interactive and engaging nature of ICT tools, which can make learning more enjoyable and effective.

**5. The Impact of ICTs on the Language Skills and Vocabulary****5.1. Impact on Listening Skills**

ICT tools have a profound impact on enhancing listening skills in language learning. Audio resources such as podcasts, language learning apps, and online listening exercises provide students with exposure to various accents, intonations, and real-life conversations. Studies have shown that regular use of these resources can improve students' listening comprehension and auditory discrimination abilities (McBride, 2009). For instance, language learning apps often include interactive listening activities that simulate real-life scenarios, allowing students to practice their listening skills in a meaningful context. These activities can help students develop the ability to understand spoken language, recognize different speech patterns, and respond appropriately.

Audio-visual aids, including videos and interactive listening activities, engage students in active listening and help in developing their ability to understand spoken language in different contexts (Chapelle, 2003). Videos, in particular, provide visual cues that support comprehension and retention. When students watch videos with subtitles or interactive transcripts, they can improve their listening skills while also reinforcing their reading and vocabulary knowledge. The combination of auditory and visual input enhances the learning experience and makes it easier for students to grasp and remember new information.

**5.2. Impact on Speaking Skills**

The integration of ICT in language education significantly benefits the development of speaking skills. Tools such as language learning apps, online discussion forums, and video conferencing platforms provide students with opportunities to practice speaking in a low-pressure

environment. According to Blake (2013), these tools facilitate real-time communication and feedback, which are crucial for developing fluency and accuracy in spoken language. For example, video conferencing platforms allow students to participate in virtual conversations with native speakers or other learners, providing valuable practice in real-time communication.

Furthermore, the use of speech recognition software and language labs allows students to practice pronunciation and receive immediate corrective feedback, enhancing their speaking proficiency (Wang & Vasquez, 2012). Speech recognition software can analyze students' spoken language and provide instant feedback on their pronunciation, intonation, and fluency. This real-time feedback helps students identify and correct their mistakes, leading to more accurate and confident speaking skills. Language labs, equipped with specialized software and audio equipment, offer a structured environment for practicing speaking skills and monitoring progress.

### **5.3. Impact on Reading Skills**

ICT resources contribute to the improvement of reading skills by providing access to a wide range of digital texts and reading materials. E-books, online articles, and interactive reading platforms offer diverse and engaging content that caters to different reading levels and interests (Kalyuga, 2009). The digital format of these resources allows for interactive features, such as hyperlinks, multimedia annotations, and customizable text settings, which enhance the reading experience. These features can help students navigate texts more easily, access additional information, and engage with the content more deeply.

Research by Liu (2005) suggests that the multimedia features of digital texts, such as hyperlinks, audio support, and interactive annotations, can enhance comprehension and retention of information. Hyperlinks provide quick access to definitions, explanations, and related resources, helping students understand and retain new vocabulary and concepts. Audio support,

such as text-to-speech functionality, can assist struggling readers or English language learners by providing auditory reinforcement. Interactive annotations, such as highlighting and note-taking tools, allow students to engage with the text actively and organize their thoughts.

Additionally, digital reading tools often include features that support vocabulary building and contextual understanding, further aiding the development of reading skills. For example, e-books and reading apps may offer built-in dictionaries, vocabulary quizzes, and contextual glossaries that help students learn new words and phrases. These tools enable students to expand their vocabulary and improve their reading comprehension, leading to a more enriching and effective reading experience.

#### **5.4. Impact on Writing Skills**

ICT has also transformed the way writing skills are taught and practiced. Word processing software, online writing tools, and collaborative platforms enable students to draft, revise, and edit their writing with greater ease and efficiency (Pennington, 2003). Word processing software, such as Microsoft Word or Google Docs, provides features like spell check, grammar check, and formatting tools that help students produce polished and error-free written work. These tools also allow for easy revisions and collaborative writing, making the writing process more dynamic and interactive.

Tools such as grammar checkers, plagiarism detectors, and writing aids provide valuable support in producing high-quality written work. Grammar checkers, like Grammarly, offer real-time feedback on grammar, punctuation, and style, helping students improve their writing accuracy and coherence. Plagiarism detectors ensure the originality of students' work and promote academic integrity. Writing aids, such as thesauruses and citation generators, assist students in finding appropriate vocabulary and correctly citing sources.

Studies have shown that the use of ICT in writing instruction can lead to improvements in writing accuracy, coherence, and overall quality (Hyland, 2003). The availability of digital tools and resources allows students to experiment with different writing styles, receive immediate feedback, and engage in peer review activities. Collaborative writing platforms like Google Docs encourage peer review and feedback, fostering a more interactive and iterative writing process (Storch, 2013). Students can work together on writing projects, share ideas, and provide constructive feedback, leading to improved writing skills and a deeper understanding of the writing process.

### **5.5. Impact on Vocabulary Acquisition**

ICT tools play a crucial role in enhancing vocabulary acquisition. Digital flashcards, vocabulary apps, and online games provide engaging and effective ways for students to learn and practice new words. Research by Nation (2001) indicates that repeated exposure to vocabulary in varied contexts through ICT tools helps in deepening understanding and retention. Digital flashcards, such as those offered by apps like Anki or Quizlet, use spaced repetition algorithms to present words at optimal intervals, enhancing long-term memory retention. These apps often include audio pronunciations, example sentences, and images, which cater to different learning styles and reinforce word meaning.

Online vocabulary games and interactive platforms make learning new words enjoyable and motivating. Games like "Freerice" or "WordUp" incorporate elements of gamification, such as points, levels, and rewards, which can increase student engagement and encourage consistent practice. These games often adapt to the learner's level, providing personalized challenges that help students progressively build their vocabulary. According to research by Gee (2005),

gamified learning environments can significantly enhance vocabulary acquisition by providing meaningful and context-rich interactions with new words.

Moreover, ICT tools often provide contextualized learning experiences, which are essential for effective vocabulary acquisition. Contextualized learning involves encountering new words within meaningful and authentic contexts, rather than in isolation. For instance, language learning apps like Duolingo and Babbel incorporate vocabulary into real-life scenarios and dialogues, helping learners understand how words are used in different contexts. This approach not only aids in memorizing the words but also in understanding their nuances and appropriate usage.

ICT also facilitates access to a vast array of authentic materials that can enrich vocabulary learning. Online articles, e-books, and multimedia resources expose students to diverse language input, including colloquial expressions, idioms, and domain-specific terminology. Extensive reading and listening to authentic materials, such as news websites, blogs, podcasts, and videos, can significantly expand a learner's vocabulary. Research by Krashen (1989) highlights the importance of extensive reading in vocabulary development, suggesting that exposure to a large volume of written text can lead to substantial vocabulary growth.

In addition, ICT tools support active vocabulary learning strategies. Tools like interactive e-dictionaries and vocabulary apps enable learners to engage in activities such as word mapping, creating personal glossaries, and conducting targeted vocabulary exercises. For example, the app "Memrise" uses mnemonic devices and user-generated content to help learners create strong associations with new words. These active learning strategies encourage deeper cognitive processing, which enhances word retention and recall.

Collaborative tools and platforms also play a role in vocabulary acquisition. Online forums, social media groups, and language exchange platforms provide opportunities for learners to

practice and expand their vocabulary through communication with peers and native speakers. Engaging in discussions, writing posts, and participating in collaborative projects help learners use new words in context, thereby reinforcing their understanding and ability to recall the vocabulary. Vygotsky's (1978) sociocultural theory emphasizes the importance of social interaction in learning, suggesting that collaboration with more knowledgeable peers can lead to significant language development.

Furthermore, research indicates that the multimedia features of ICT tools, such as images, audio, and video, can enhance vocabulary learning by providing multimodal input. Multimedia annotations, for instance, can help learners connect words with visual and auditory stimuli, making the learning process more engaging and effective. Mayer's (2009) cognitive theory of multimedia learning posits that combining visual and auditory information can facilitate deeper learning and better retention of new vocabulary.

Overall, the integration of ICT in vocabulary acquisition offers a multitude of benefits, including increased engagement, personalized learning experiences, and access to authentic language materials. By leveraging the strengths of digital tools and resources, educators can create rich and effective vocabulary learning environments that cater to the diverse needs of their students.

# **Chapter TWO**

**Research design and methodology**

## **Chapter Two Research design and methodology**

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### **Chapter two: Research design and methodology**

#### **Introduction**

While the first chapter provided a comprehensive review of literature related to the use of Information and Communication Technologies (ICTs) and motivation in the English as a Foreign Language (EFL) classroom, this chapter focuses on the fieldwork aspect of our research, specifically analyzing teachers' and students' attitudes towards the role of ICT in enhancing EFL learners' motivation. It outlines the research methods employed, the rationale behind their selection, and describes the instruments used for data collection. The chapter also presents an analysis and discussion of the findings derived from the questionnaires and interviews administered to teachers and students, concluding with suggestions for future research.

#### **1. Methodology**

Selecting an appropriate research method to adequately address the research questions is crucial. For this study, a descriptive research method was chosen, utilizing questionnaires and interviews as the primary data collection tools. Brown defines questionnaires as written instruments that present respondents with a series of questions or statements to which they respond by either writing out their answers or selecting from existing options (as cited in Makey&Gass, 2005, p.92). The decision to use questionnaires is based on several factors, including the need to capture the unobservable psychological construct of motivation, which represents the learner's inner desires. Additionally, questionnaires are well-suited for investigating the perceptions and attitudes of research participants. Interviews were included to provide deeper insights into teachers' perspectives.

#### **2. Sampling and Setting**

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The participants of this study are middle school EFL learners and teachers during the academic year 2023/2024.

### **2.1 The Selected Teachers**

A sample of ten (10) middle school EFL teachers participated in the questionnaire part of this research. Additionally, four (6) of these teachers were selected for in-depth interviews to provide more detailed insights into their experiences and attitudes towards ICT use in EFL classrooms.

### **2.2 The Selected Students**

The study also included a sample of one hundred and twenty (120) middle school students participating in EFL classes to gauge their perceptions and attitudes towards the use of ICTs in their language learning process.

## **3. Research Instruments: Description and Analysis**

To collect data for the study, we utilized both questionnaires and interviews.

### **3.1 Questionnaires**

The questionnaires were designed to gather detailed information about the attitudes and perceptions of both teachers and students regarding the use of ICTs in EFL classrooms. The questions focused on the following areas:

- Frequency and type of ICT tools used in the classroom.
- Perceived impact of ICT on student motivation and engagement.
- Challenges faced in integrating ICT into teaching practices.

### **3.2 Interviews**

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Interviews were conducted with four (6) teachers to supplement the questionnaire data, providing deeper insights into their experiences and perspectives on the use of ICTs in the classroom. The interviews focused on:

- Teachers' personal experiences with ICT integration.
- Perceived benefits and drawbacks of using ICT in EFL teaching.
- Suggestions for improving ICT implementation in the classroom.

### **3.3 Classroom Observations**

Classroom observations were conducted to supplement the questionnaire and interview data, providing real-world insights into the application and impact of ICT tools in EFL classrooms.

Observations focused on:

- The interaction between teachers, students, and ICT tools.
- The effectiveness of ICT tools in facilitating language learning.
- Students' engagement and participation levels during ICT-enhanced lessons.

## **4. Data Analysis**

The data collected from the administered questionnaires and interviews were processed using the Statistical Package for the Social Sciences (SPSS) version 24. This software allowed for a thorough analysis of the data through various statistical methods, with an emphasis on percentage-based analysis. This approach enabled a clear and concise representation of the data, highlighting trends and significant findings.

### **4.1 Quantitative Data Analysis**

Quantitative data from the questionnaires were analyzed to determine the extent and nature of ICT usage in EFL classrooms and its perceived impact on student motivation and engagement.

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### **4.2 Qualitative Data Analysis**

Qualitative data from open-ended questionnaire responses and interviews were analyzed thematically to identify patterns and themes related to teachers' and students' attitudes toward ICT integration.

### **4.3. Discussion of Findings**

The findings from the questionnaires, interviews, and observations will be discussed in detail, comparing them with existing literature to provide a comprehensive understanding of the role of ICT in enhancing motivation among EFL learners. Key points of discussion will include:

- The positive impact of ICT on student motivation and engagement.
- The challenges faced by teachers in incorporating ICT tools effectively.
- The differences in perceptions between teachers and students regarding ICT use.

### **4.4. Conclusion and Suggestions for Future Research**

The chapter concludes with a summary of the key findings and their implications for EFL education. It also offers suggestions for future research, such as exploring the long-term impact of ICT on language proficiency and examining specific ICT tools in greater detail.

## **5. Discussion and Interpretation**

### **5.1. Aim of Teachers' Questionnaire:**

The aim of the teachers' questionnaire is to explore teachers' perceptions and attitudes towards the integration of Information and Communication Technologies (ICTs) in English as Foreign Language (EFL) classrooms. It seeks to gather data on teachers' demographics, years of teaching experience, educational backgrounds, and their current usage and perceptions of ICT

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tools. The questionnaire aims to understand how teachers perceive ICTs in enhancing student engagement, motivation, and language skills. Additionally, it aims to identify challenges and opportunities in ICT integration from the perspective of educators.

### 5.2. Aim of Students' Questionnaire:

The aim of the students' questionnaire is to investigate students' usage patterns, perceptions, and attitudes towards ICTs in the context of learning English as a foreign language. It aims to collect data on students' demographics, frequency of ICT usage in English classes and outside school, perceived helpfulness and enjoyment of ICT tools, confidence in language skills when using ICTs, and motivation to learn English. The questionnaire aims to assess how students perceive the impact of ICTs on their language learning experiences, including improvements in language proficiency and vocabulary acquisition.

### 5.3 Description of teachers' questionnaire:

#### Analysis and Interpretation of Teachers' Questionnaire

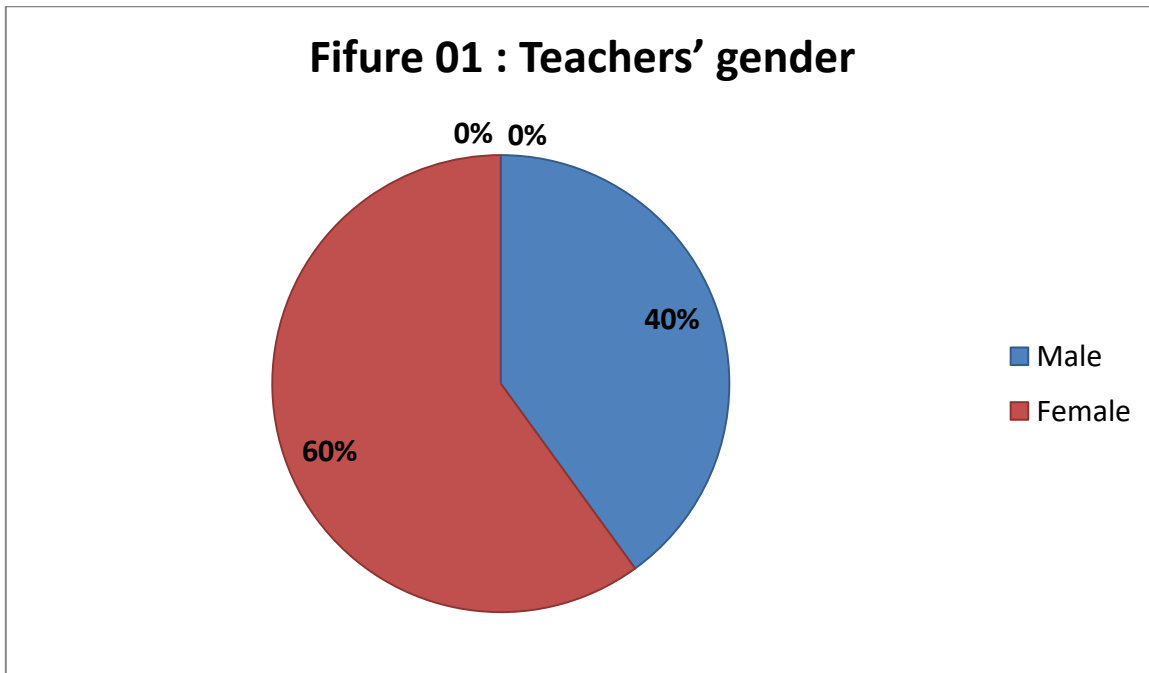
#### Section One: Background Information (Q1 – Q3)

##### Question one: What is your gender?

- Male
- Female

Options	Number of respondent (N)	Percentage (%)
Male	4	40%
Female	6	60%

**Table 01: Teachers' gender**



The table 01 and figure 01: represents teachers' gender, as it is shown in table 1 and figure 01. Among the participants (60%) are females, and only 40 % are males. This may indicate that females teach English at middle school more than males. From what has been observed from this questionnaire, gender would not influence the result of our research since they teach the same syllabus content within the same environment.

### Question 02: How many years of teaching experience do you have?

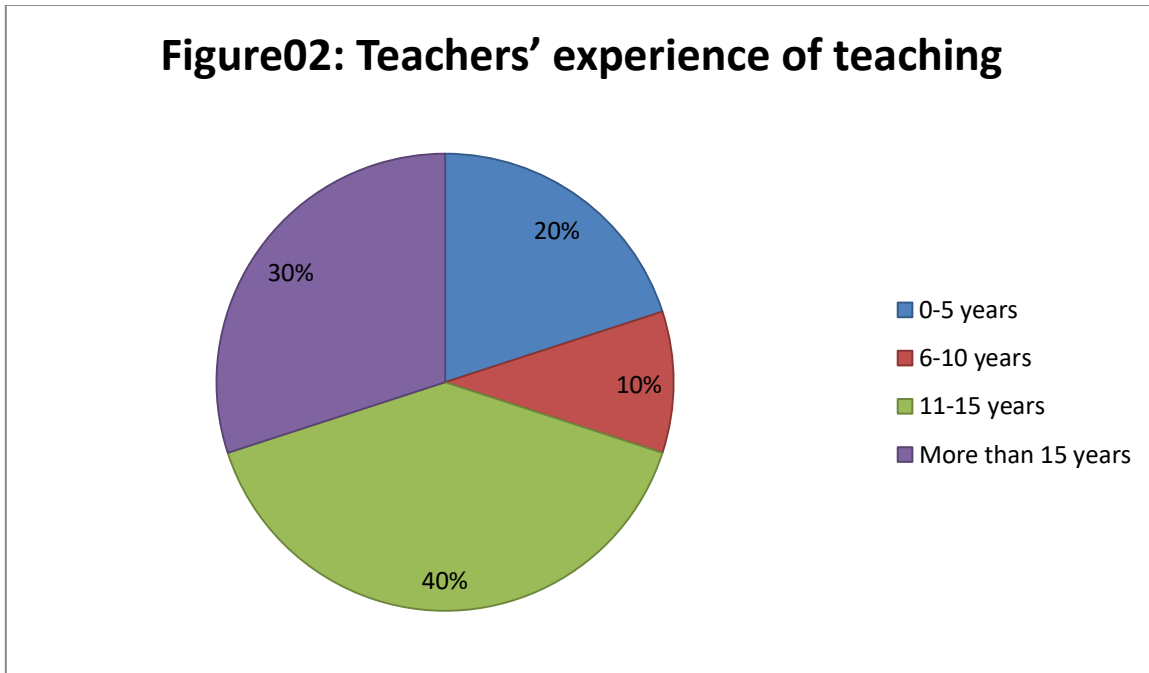
- 0-5 years
- 6-10 years
- 11-15 years
- More than 15 years

Options	Number of respondent (N)	Percentage (%)
0-5 years	2	20%
6-10 years	1	10%

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11-15 years	4	40%
More than 15 years	3	30%

**Table 02: teachers' experience of teaching**



This table and figure sheds light on the teaching experience of teachers in middle school. It has been divided into four different categories. Among the whole of the participants only 20 % have chosen the first category which represents few years of experience it is from (0 – 5 years).10% from the participants have from (6 – 10 years) of experience, others 40% have the experience from (11 – 15 years), and in the last category 30% have a very long experience which is more than 15 years of teaching, it seems that all participants have enough experience concerning teaching by using technological devices or at list they have a general overview of the topic, which contributes to providing fertile ground for our research.

### **Question 03: What is your highest level of education?**

- Bachelor's Degree

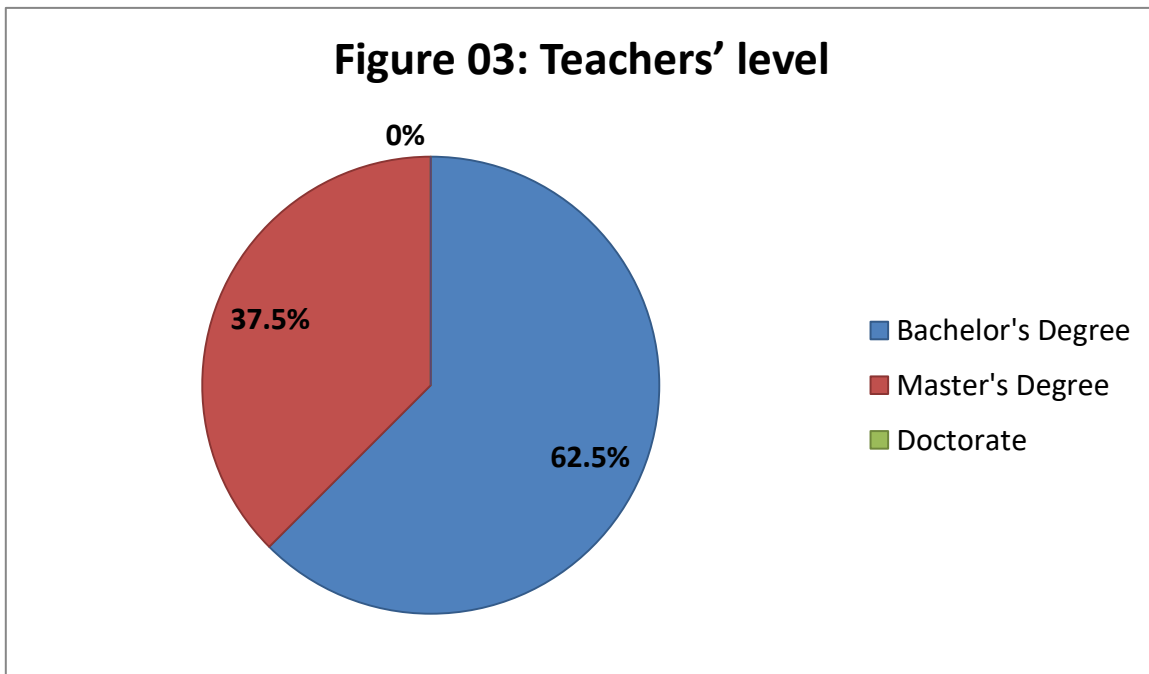
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- Master's Degree
- Doctorate

Options	Number of respondent (N)	Percentage (%)
Bachelor's Degree	7	70%
Master's Degree	3	30%
Doctorate	0	00%

**Table 03: Teachers' level**



Concerning the teachers' level, we have asked them about their qualifications and degrees. This table shows that 62, 5% of the participants holds a Bachelor's degree (License) in English, 37, 5% of them hold the Master degree in English and none has a Doctorate degree. So perceptions of using ICTs in classrooms will be derived from diverse levels of teachers in which enrich our topic.

### Section 2: ICT Usage (Q4-Q6)

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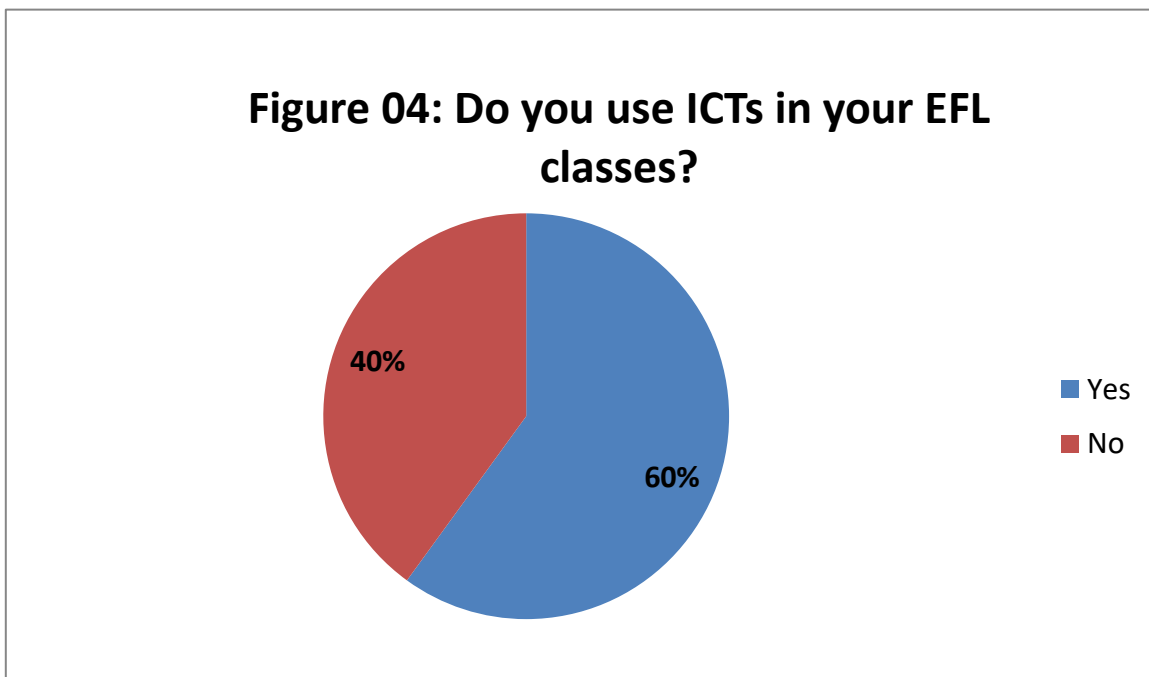
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**Question 04: Do you use ICTs in your EFL classes?**

- Yes
- No

Options	Number of respondent (N)	Percentage (%)
Yes	7	60%
No	3	40%

**Table 04: Do you use ICTs in your EFL classes?**



According to the findings from Table 04 and Figure 04, 60% of respondents acknowledged using modern technologies in their EFL teaching practices, whereas 40% indicated they do not. These results highlight a prevalent integration of ICT tools among EFL educators, underscoring a significant adoption of technology in classroom settings. This widespread use of ICTs potentially shapes teachers' perceptions and attitudes towards their incorporation in educational practices, influencing instructional methods and approaches within EFL contexts.

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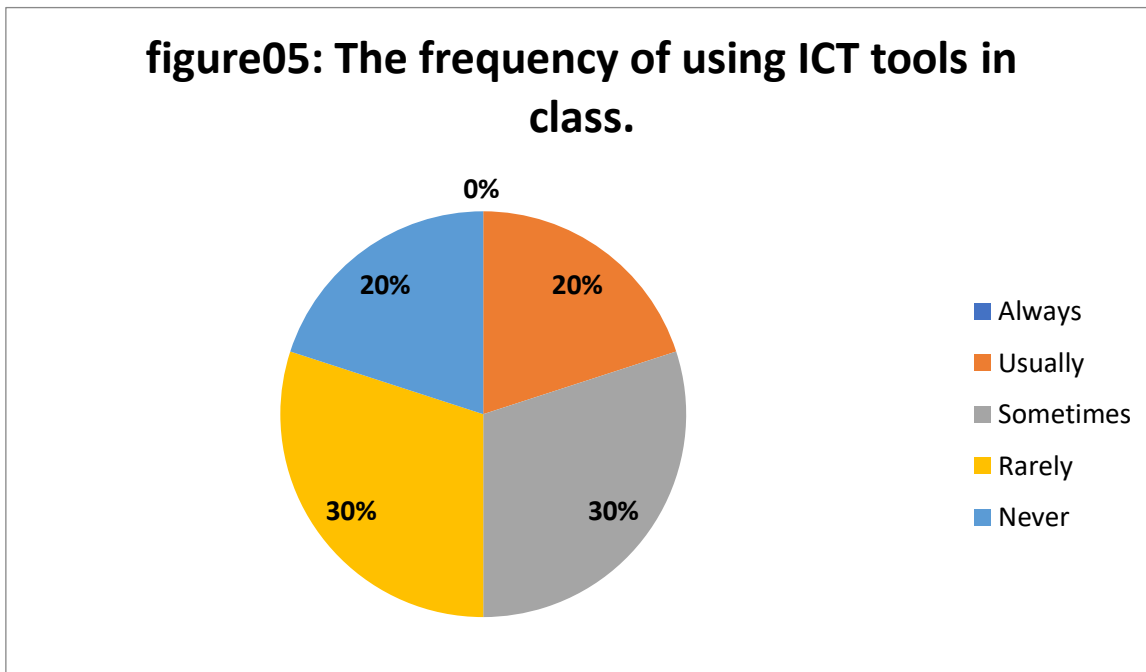
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Question 05: If yes, how often do you use ICT tools in your teaching?

- Always
- Usually
- Sometimes
- Rarely
- Never

Options	Number of respondent (N)	Percentage (%)
Always	00	00%
Usually	02	20%
Sometimes	03	30%
Rarely	03	30%
Never	02	20%

Table 05: The frequency of using ICT tools in class.



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Based on the data presented in Table 05 and Figure 05 regarding the frequency of ICT tool usage in EFL classes, a notable proportion of respondents, comprising 50% (20% usually and 30% sometimes), indicated regular utilization of technological devices in their teaching. Additionally, 30% reported rarely using technology in education, while 20% stated they never use it. This suggests that while some EFL teachers frequently incorporate ICTs into their lessons, a significant portion uses them less frequently or not at all. Understanding teachers' and students' perceptions and attitudes towards these tools in the classroom setting remains crucial given the varying degrees of ICT integration.

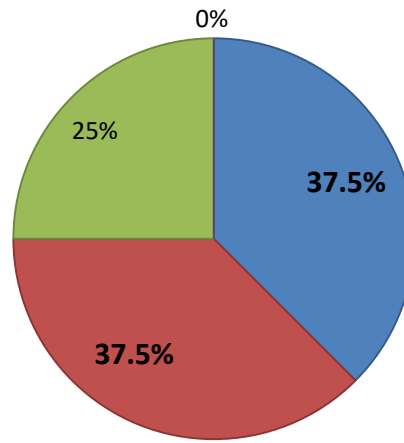
**Question 06: Which ICT tools do you use most frequently in your classroom?** (Select all that apply)

- Data Projector
- Computers
- Interactive Whiteboards
- Educational Software
- Online Resources

Options	Number of respondent (N)	Percentage (%)
Data Projector	5	37.5%
Computers	3	37.5%
Interactive Whiteboards	2	25%
Educational Software	0	00%
Online Resources	0	00%

**Figure 06: ICT tools used most frequently.**

■ Data Projector   ■ Computers   ■ Interactive Whiteboards



According to the survey results on the most frequently used ICT tools in classrooms, 37.5% of respondents reported using Data Projectors, and another 37.5% indicated using Computers, making these the most commonly utilized tools. Additionally, 25% of respondents reported using Interactive Whiteboards. Notably, none of the respondents indicated using Educational Software or Online Resources, suggesting these tools are either unavailable or underutilized. This preference for physical ICT tools over digital resources highlights the current focus on and availability of hardware in the classroom environment. These findings reflect the viability and preference for using certain ICT tools, providing valuable insight for our research on the adequacy and utilization of ICT resources in educational settings.

### **Section Three: Teachers' Perceptions and Attitudes towards Using the ICTs in EFL Classroom. (Q7-Q18)**

**Question 07: Do you think your classroom is equipped with enough ICT devices?**

- Yes

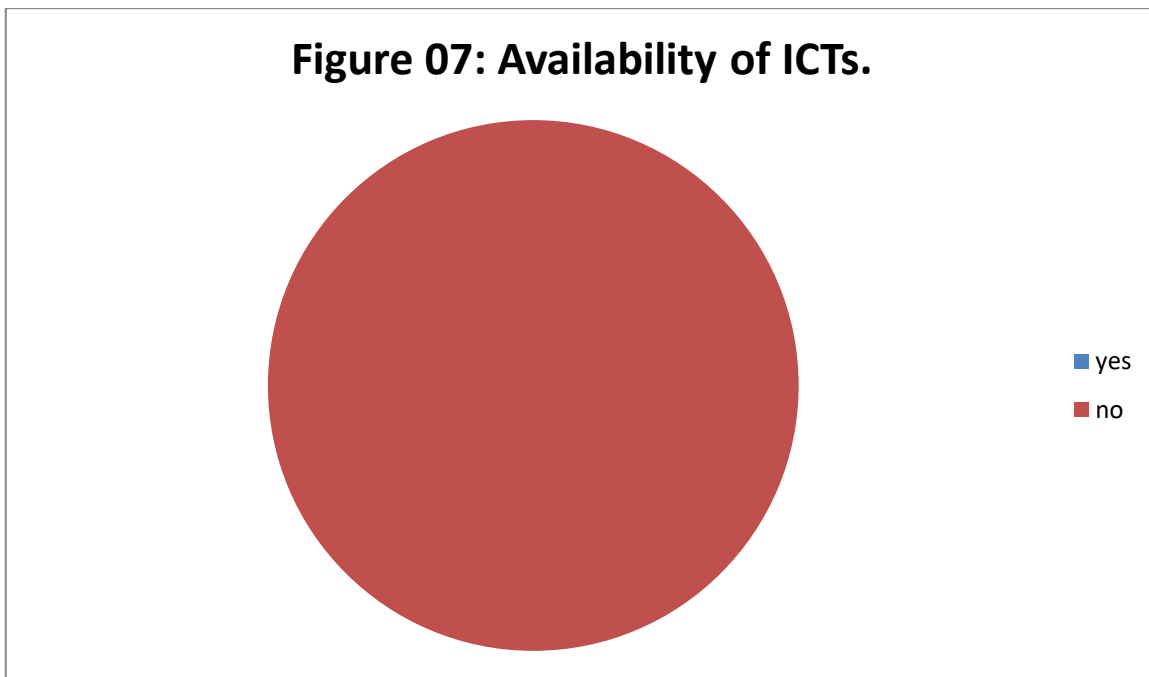
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- No

Options	Number of respondent (N)	Percentage (%)
Yes	0	00%
No	10	100%

**Table 07: Availability of ICTs?**



According to Table 07, all EFL teachers responded "No" when asked if their classroom is equipped with enough ICT (Information and Communication Technology) devices, representing 100% of the participants. This unanimous response indicates a significant concern about the inadequacy of ICT resources in the classroom. While this does not necessarily mean that there are no ICT tools available, it highlights that the current tools are insufficient to meet the teachers' needs. The complete lack of affirmative responses emphasizes the need for improvement in ICT infrastructure to enhance the educational experience for students. This finding is crucial for our research, pointing to a clear area where advancements can be made without detracting from the overall study.

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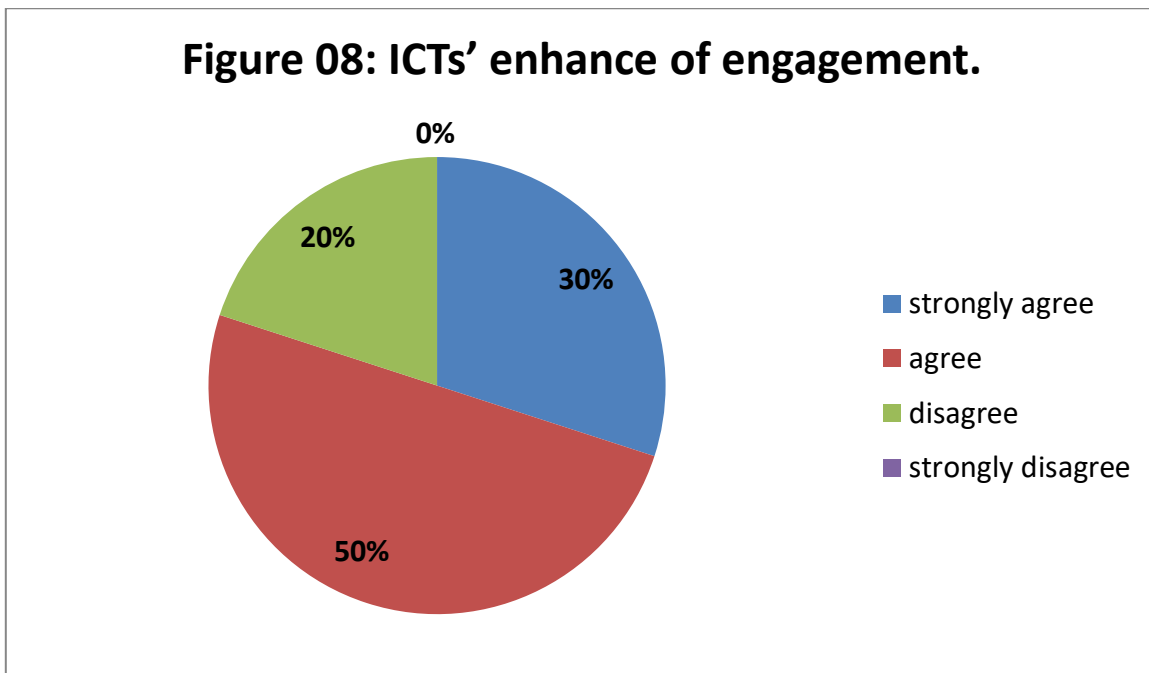
Question 08: Do you agree with the following?

Using ICT tools such as Data Projector presentations or other devices enhances student engagement in my classroom.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Options	Number of respondents(N)	Percentage (%)
Strongly Agree	3	30%
Agree	5	50%
Disagree	2	20%
Strongly Disagree	0	00%

Table 08: ICTs' enhance of engagement.



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According to the data provided in Table 08, a substantial majority of respondents, comprising 80% (30% strongly agree and 50% agree), hold a positive view regarding the use of ICT tools such as Data Projector presentations to enhance student engagement in their classrooms. This overwhelming agreement underscores the perceived effectiveness of ICT tools in increasing student engagement, reflecting a strong inclination towards integrating technology into the teaching and learning process. The absence of any respondents strongly disagreeing further emphasizes the consensus in favor of this statement, highlighting the significant role of ICT tools in facilitating effective and engaging classroom experience.

### Question 09: Do agree with this statement?

**Educational apps like Dorous.com make review sessions more interactive and effective.**

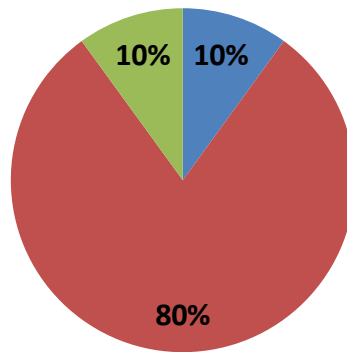
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Options	Number of respondents(N)	Percentage (%)
Strongly Agree	1	10%
Agree	8	80%
Disagree	1	10%
Strongly Disagree	0	00%

**Table 09: The effectiveness of Educational apps**

**Figure 09: The effectiveness of Educational apps.**

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree



Based on the data provided in Table 09, 10% of respondents strongly agree, 80% agree, and 10% disagree that educational apps like Dorous.com make review sessions more interactive and effective. While the majority still leans towards agreement, the presence of both agreement and disagreement indicates a more mixed perception among respondents. This suggests some variability in how individuals perceive the effectiveness of educational apps for review sessions. Nonetheless, the overall positive response from the majority underscores the potential of such apps to enhance teaching and learning experiences, despite some differing opinions.

**Question 10: Do ICTs' integration into classrooms make learning more enjoyable and effective?**

- Strongly Agree
- Agree
- Disagree

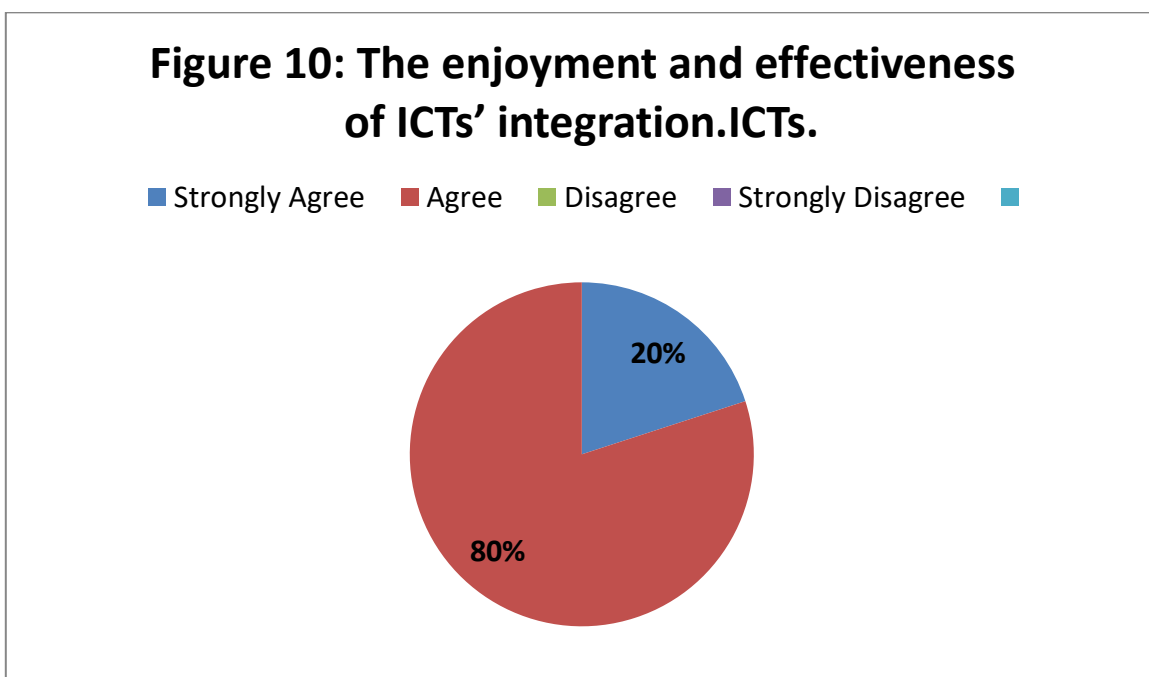
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- Strongly Disagree

Options	Number of respondents(N)	Percentage (%)
Strongly Agree	2	20%
Agree	8	80%
Disagree	0	00%
Strongly Disagree	0	00%

**Table 10: The enjoyment and effectiveness of ICTs' integration.**



Based on the data presented in Table 10, 20% of respondents strongly agree, and 80% agree that integrating ICTs into classrooms makes learning more enjoyable and effective. This indicates a strong positive perception among respondents regarding the benefits of ICT integration in enhancing the learning experience. The absence of any disagreement highlights a high level of consensus among respondents regarding the positive impact of ICTs on learning enjoyment and effectiveness. This overwhelming agreement emphasizes the importance of incorporating ICTs into classroom instruction to foster engaging and effective learning environments.

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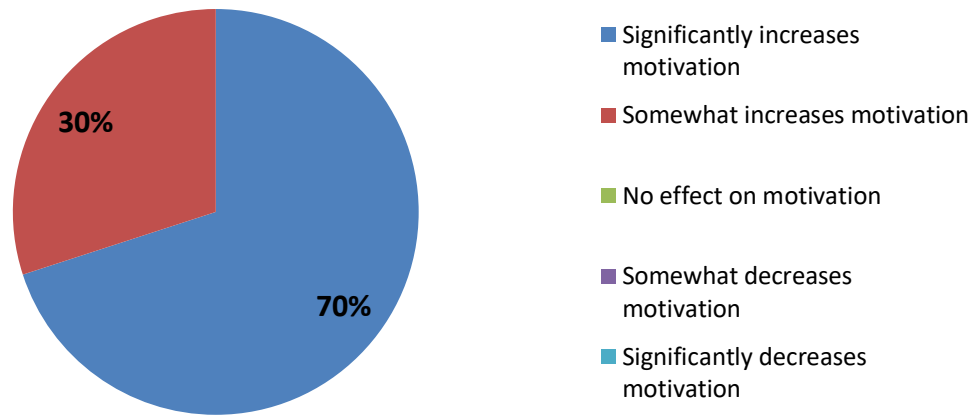
**Question 11: In your experience and in your view, how does the use of ICT tools affect students' motivation to learn English?**

- Significantly increases motivation
- Somewhat increases motivation
- No effect on motivation
- Somewhat decreases motivation
- Significantly decreases motivation

<b>Options</b>	<b>Number of respondents(N)</b>	<b>Percentage (%)</b>
Significantly increases motivation	7	70%
Somewhat increases motivation	3	30%
No effect on motivation	0	00%
Somewhat decreases motivation	0	00%
Significantly decreases motivation	0	00%

**Table 11: Students' motivation due to the integration of ICTs**

**Figure 11: Students' motivation due to the integration of ICTs.**



Based on the data provided in Table 11, 70% of respondents reported that the use of ICT tools significantly increases students' motivation to learn English, while 30% indicated that it somewhat increases motivation. This suggests a predominantly positive perception among respondents regarding the impact of ICT tools on student motivation. The absence of any responses indicating no effect or a decrease in motivation underscores the perceived effectiveness of ICT tools in enhancing students' enthusiasm for learning English. This strong agreement highlights the importance of integrating ICT tools into English language instruction to promote student engagement and motivation.

**Question 12: How do students generally respond to English lessons that incorporate ICT tools?**

- Much more engaged
- More engaged
- No difference
- Less engaged

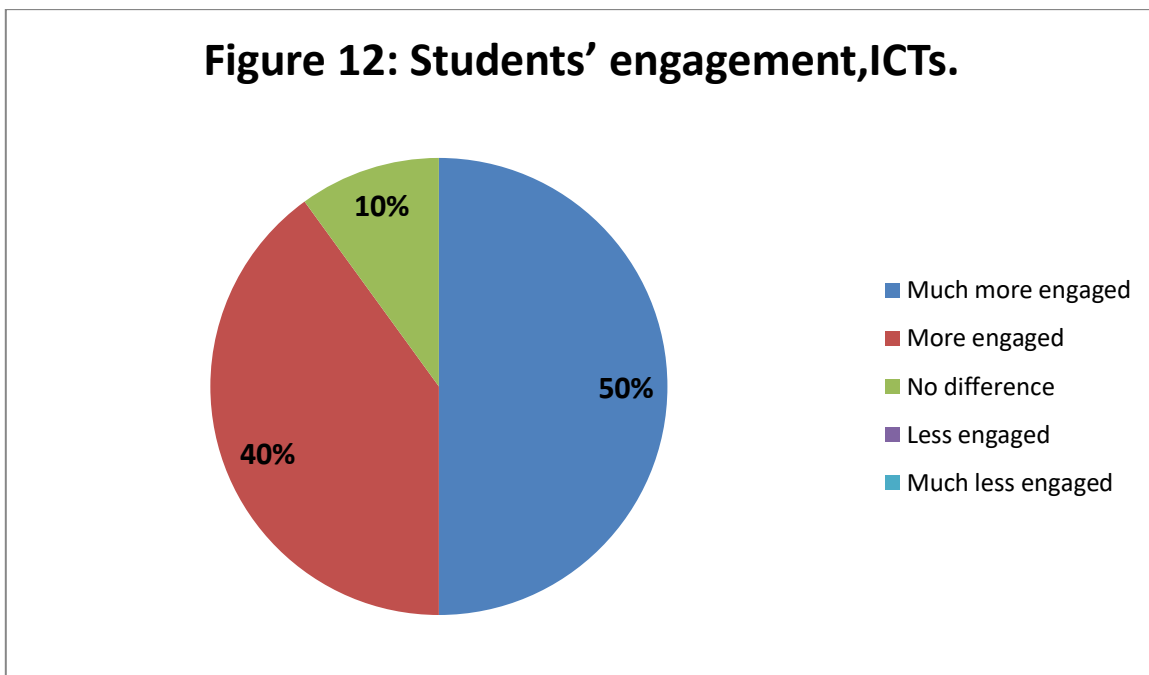
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- Much less engaged

Options	Number of respondents(N)	Percentage (%)
Much more engaged	5	50%
More engaged	4	40%
No difference	1	10%
Less engaged	0	00%
Much less engaged	0	00%

**Table 12: Students' engagement**



Based on the data presented in Table 12, 50% of respondents indicated that students are much more engaged in English lessons that incorporate ICT tools, while 40% reported that students are more engaged, and 10% responded no difference. However, this suggests a strong consensus among respondents regarding the positive impact of ICT tools on student engagement in English lessons. The absence of responses indicating no difference or decreased engagement further emphasizes the perceived effectiveness of integrating ICT tools into English language instruction.

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Overall, the majority agreement on increased student engagement highlights the importance of leveraging ICT tools to enhance the learning experience in English classrooms.

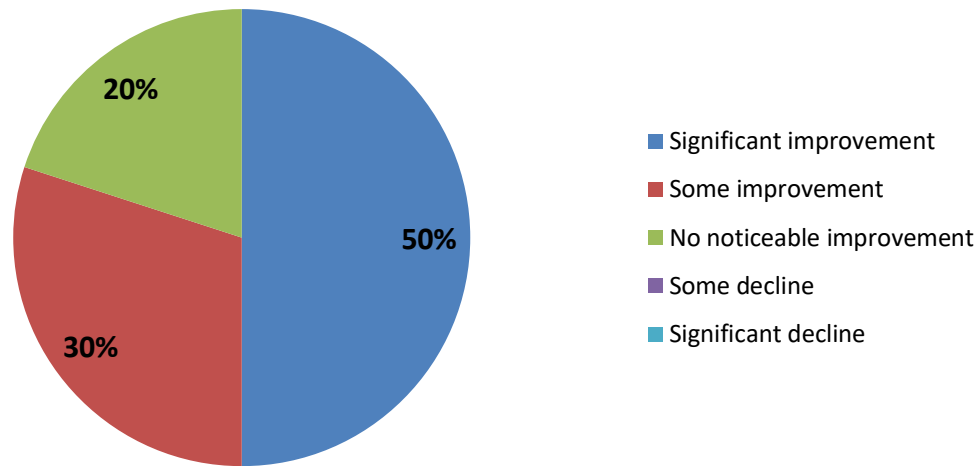
**Question 13: Have you noticed an improvement in students' English language skills (listening, speaking, reading, and writing) due to the use of ICT tools?**

- Significant improvement
- Some improvement
- No noticeable improvement
- Some decline
- Significant decline

Options	Number of respondents(N)	Percentage (%)
Significant improvement	5	50%
Some improvement	3	30%
No noticeable improvement	2	20%
Some decline	0	00%
Significant decline	0	00%

**Table 13: The improvement of four skills**

**Figure 13: The four skills' improvement.**



The data from Table 13 reveals a strong consensus among respondents regarding the positive impact of ICT tools on students' English language skills. A significant majority (80%) reported significant improvement (50%) or some improvement (30%), indicating widespread recognition of the effectiveness of these tools in enhancing language proficiency. None of the respondents noted any decline in skills, with 20% reporting no noticeable improvement. This underscores the overall beneficial impact and absence of negative outcomes associated with integrating ICT tools into language education. These findings emphasize the importance and potential of leveraging technology effectively to support and enhance students' language learning across various domains.

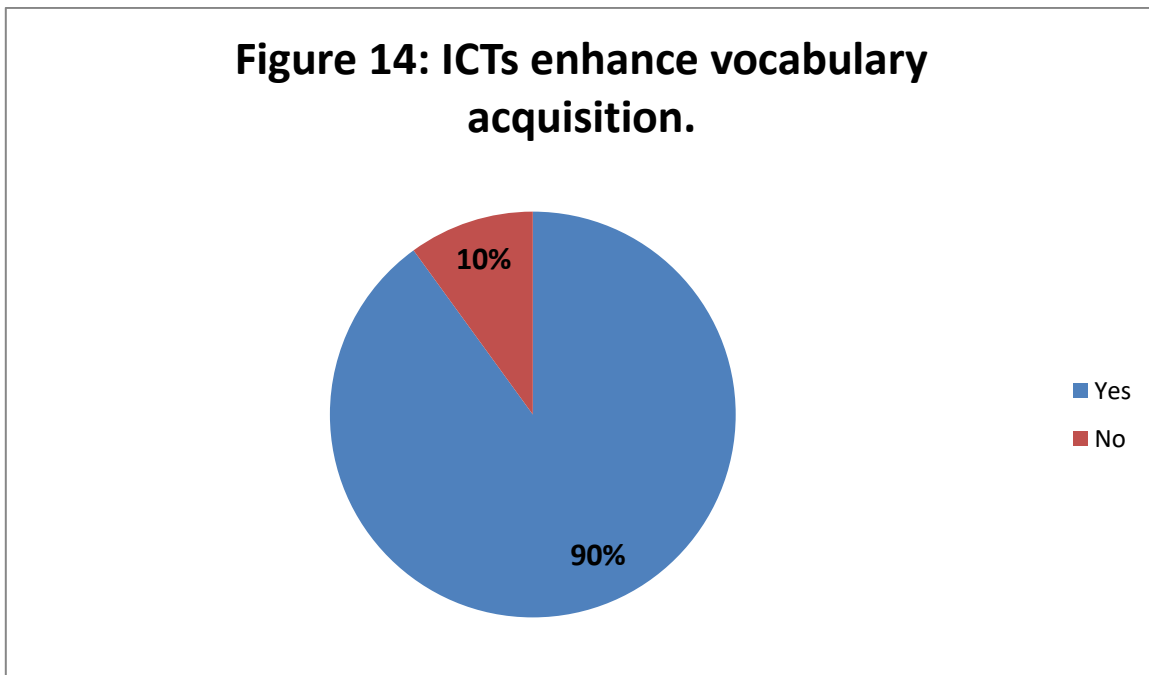
**Question14: Does integration of ICT tools into classrooms enhance learners' vocabulary?**

- Yes
- No

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Options	Number of respondent (N)	Percentage (%)
Yes	9	90%
No	1	10%

**Table 14: ICTs enhance vocabulary acquisition.**



The data from Table 14 reveals that majority of respondents (90%) expressed agreement by selecting "Yes," indicating their belief in the positive impact of integrating ICT tools into classrooms to enhance learners' vocabulary. Only 10% said "No". This big majority of agreement underscores a shared belief among almost all participants in the beneficial role of ICT tools in bolstering vocabulary acquisition within educational settings. This majority emphasizes the perceived effectiveness of ICT tools in supporting and enriching vocabulary development among learners.

**Question 15: What challenges do you face in integrating ICT tools in your teaching?** (Select all that apply)

- Lack of resources

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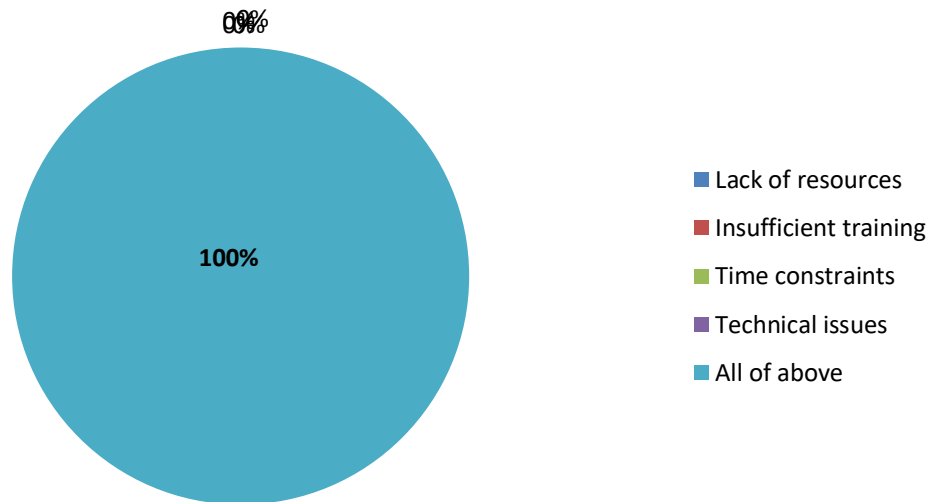
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- Insufficient training
- Time constraints
- Technical issues
- All of above

**Table 15: challenges with integration of ICTs**

Options	Number of respondent (N)	Percentage (%)
Lack of resources	0	00%
Insufficient training	0	00%
Time constraints	0	00%
Technical issues	0	00%
All of above	10	100%

**Figure 15:challenges with integration of ICTs.**



According to Table 15, all respondents (100%) selected "All of the above" as the challenges they face in integrating ICT tools into their teaching. This indicates a unanimous consensus among respondents that they encounter multiple challenges, including lack of resources,

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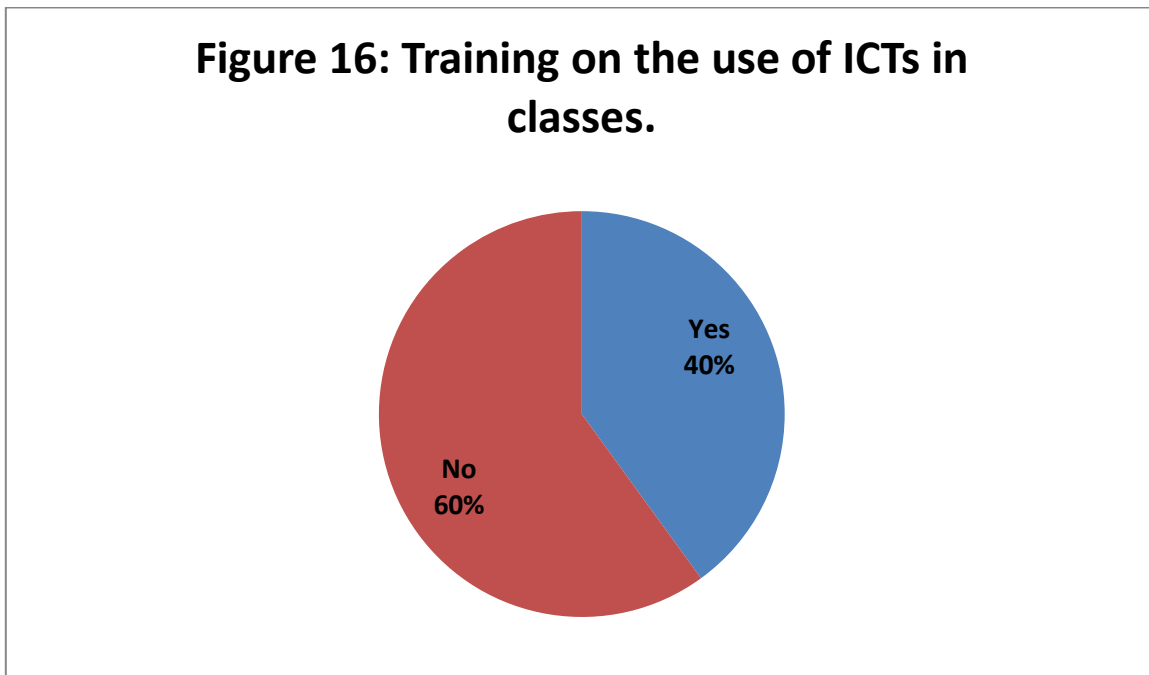
insufficient training, time constraints, and technical issues, when attempting to incorporate ICT tools into their teaching practices. This collective acknowledgment underscores the multifaceted nature of the obstacles educators encounter in utilizing ICT tools effectively in the classroom.

**Question 16: Have you received any training on how to integrate ICT in your teaching?**

- Yes
- No

Options	Number of respondent (N)	Percentage (%)
Yes	4	40%
No	6	60%

**Table 16: Training on the use of ICTs in classes.**



Based on the data provided in Table 16, 40% of respondents answered "Yes," indicating that they have received training on how to integrate ICT in their teaching, while 60% answered "No." This suggests a majority of respondents have not received such training. The uneven distribution

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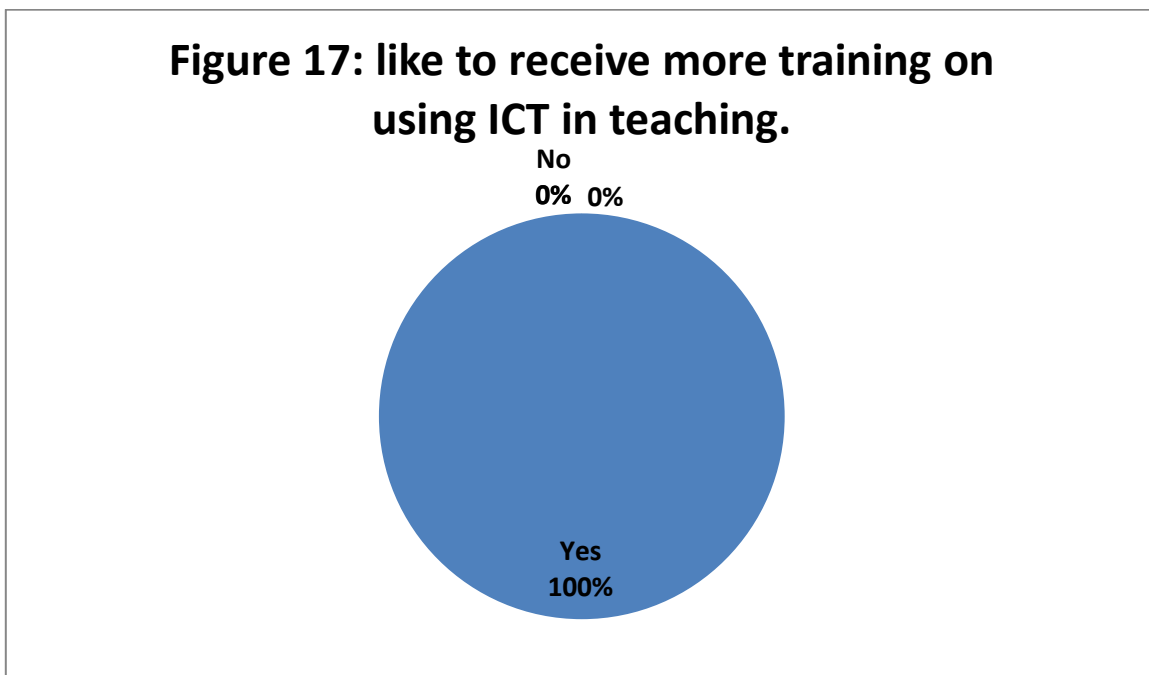
underscores the need for further exploration into the availability and effectiveness of training programs aimed at supporting educators in integrating ICT tools into their teaching practices.

**Question 17:** Would you like to receive more training on using ICT in teaching?

- Yes
- No

Options	Number of respondent (N)	Percentage (%)
Yes	10	100%
No	0	00%

**Table 17:** like to receive more training on using ICT in teaching.



Based on Table 17, all respondents (100%) expressed a desire to receive more training on using ICT in teaching. This unanimous agreement underscores a strong demand among educators for additional training opportunities to enhance their proficiency in integrating ICT tools into their teaching practices. The unanimous consensus highlights the perceived importance of ongoing professional development in leveraging ICT effectively to support teaching and learning.

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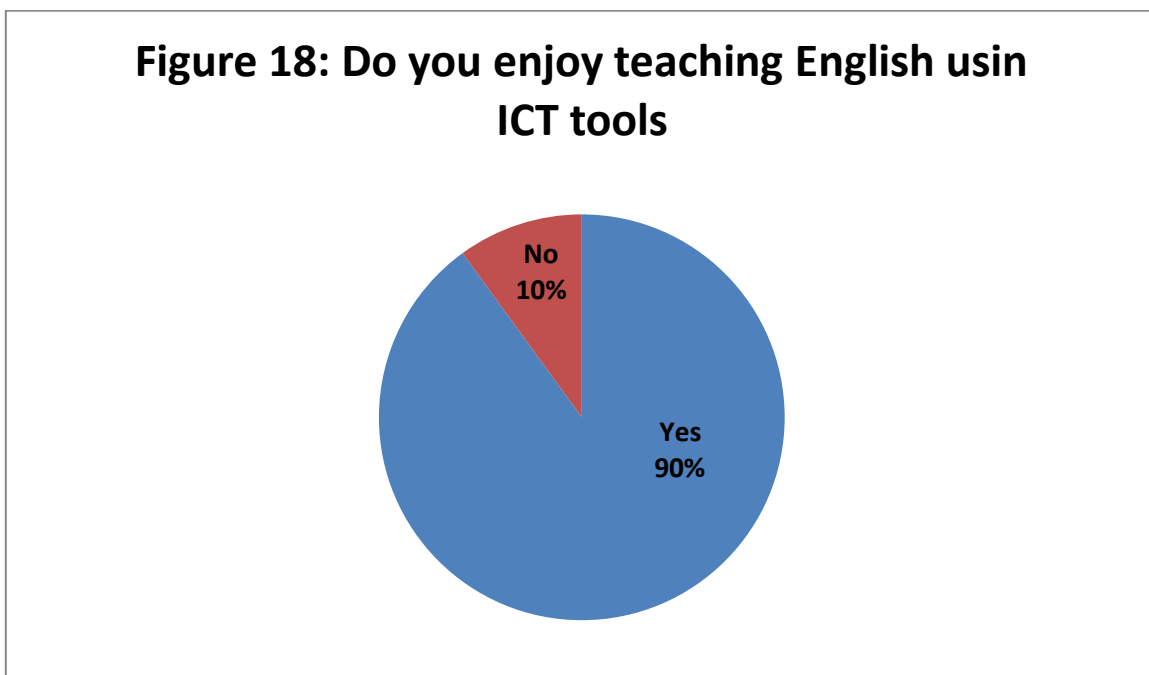
Question 18: Do you enjoy teaching English using ICT tools?

a. Yes

b. No

Options	Number of respondent (N)	Percentage (%)
Yes	10	100%
No	0	00%

Table 18: Teachers' attitudes towards using ICT tools



As it is well clarified in this table (18), only 10% said “No” and almost all teachers (90%), who have participated in this survey, hold positive perception towards teaching English with the integration of ICT tools in classes. Their responses were “Yes” we enjoy teaching English. So, teachers’ Perceptions and Practices towards the research topic “The use of the ICTs in

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EFL classroom” will be well expressed because teachers are interested and motivated to teach English using ICT tools; therefore, results will be valuable.

### 5.4.Description of Students' Questionnaire:

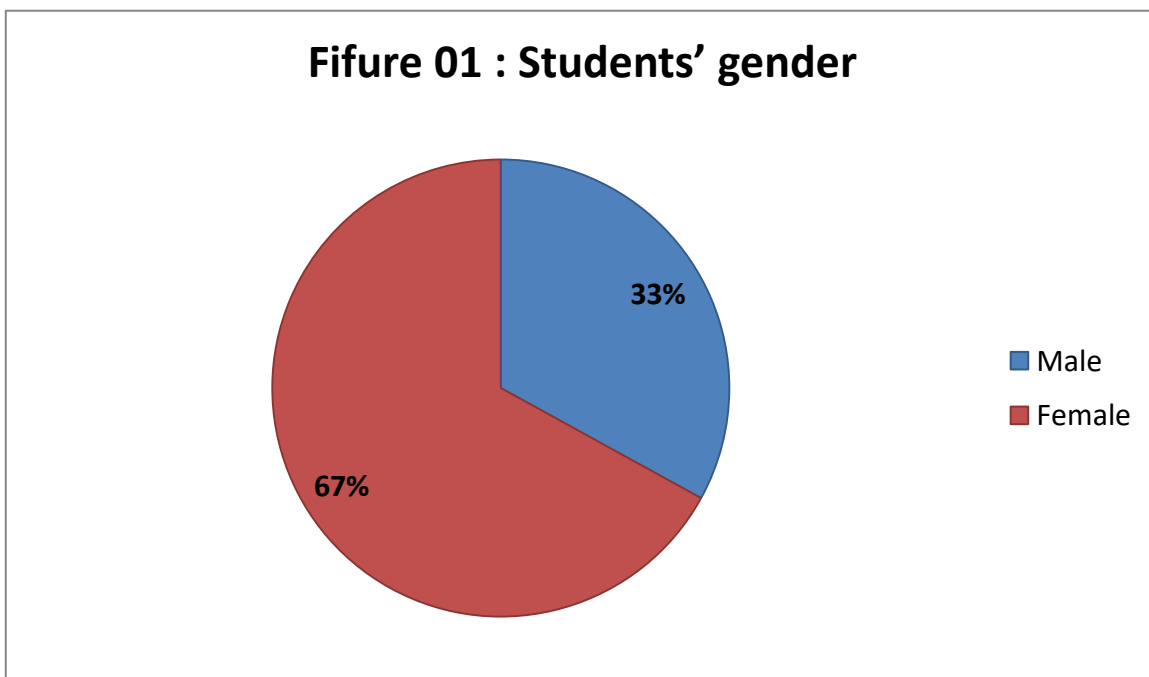
#### Section 1: Demographics

Question 01.What is your gender?

- Male
- Female

Options	Number of respondent (N)	Percentage (%)
Male	40	33%
Female	80	67%

Table 01: Students' gender



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Table and figure 01 present an overview of the gender distribution among the surveyed participants. Among the respondents, 67% identified as female, while 33% identified as male. This gender distribution provides a foundational understanding of the demographic makeup of the sample population. And this will not affect on our findings since both genders are students in the same class. Such diversity is essential for giving a more comprehensive understanding of the attitudes and perspectives towards ICT integration in education.

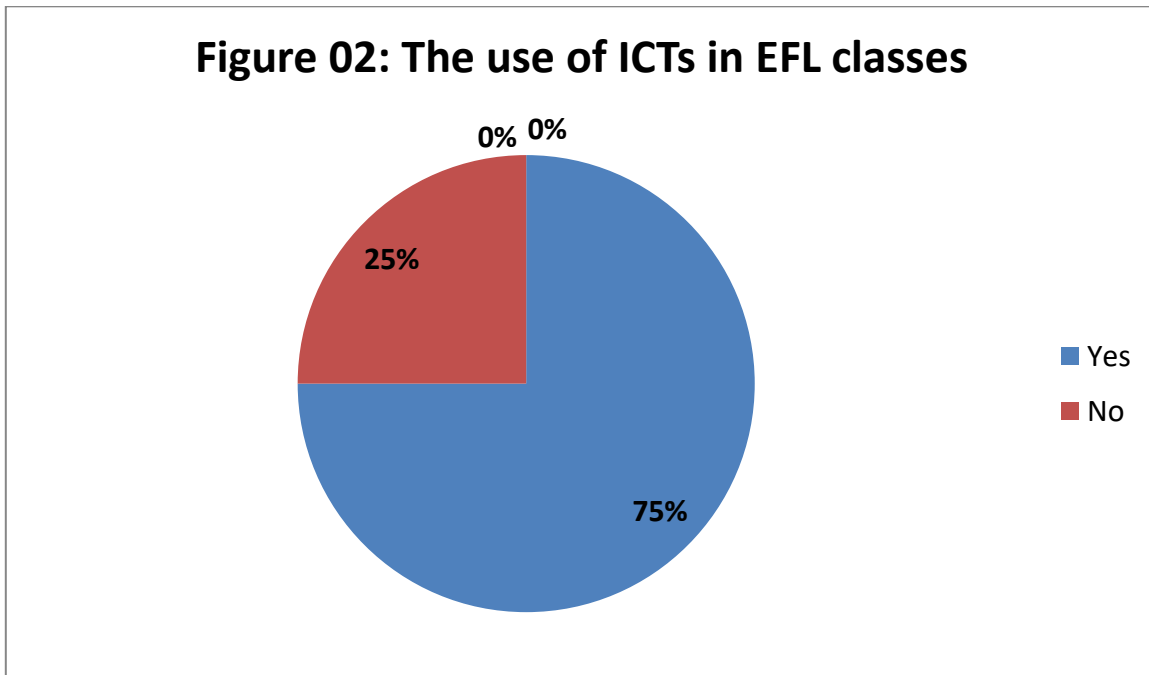
### Section 2: ICT Usage and Perception

#### Question 2: Do you use technological devices in your English classes?

- Yes
- No

Options	Number of respondent (N)	Percentage (%)
Yes	90	75%
No	30	25%

**Table 02: The use of ICTs in EFL classes**



According to table and figure 02, only 25% responded no use of ICTs in EFL class, and this may refer to the lack of ICTs, to the administration policy or to the teachers' preference of the use. High percentage (75%) of students using technological devices in their English classes indicates a widespread adoption of ICTs in educational settings. This suggests that ICT integration is a common practice and likely plays a significant role in the learning process for most students.

### Question 3: How often do you use these devices in English class?

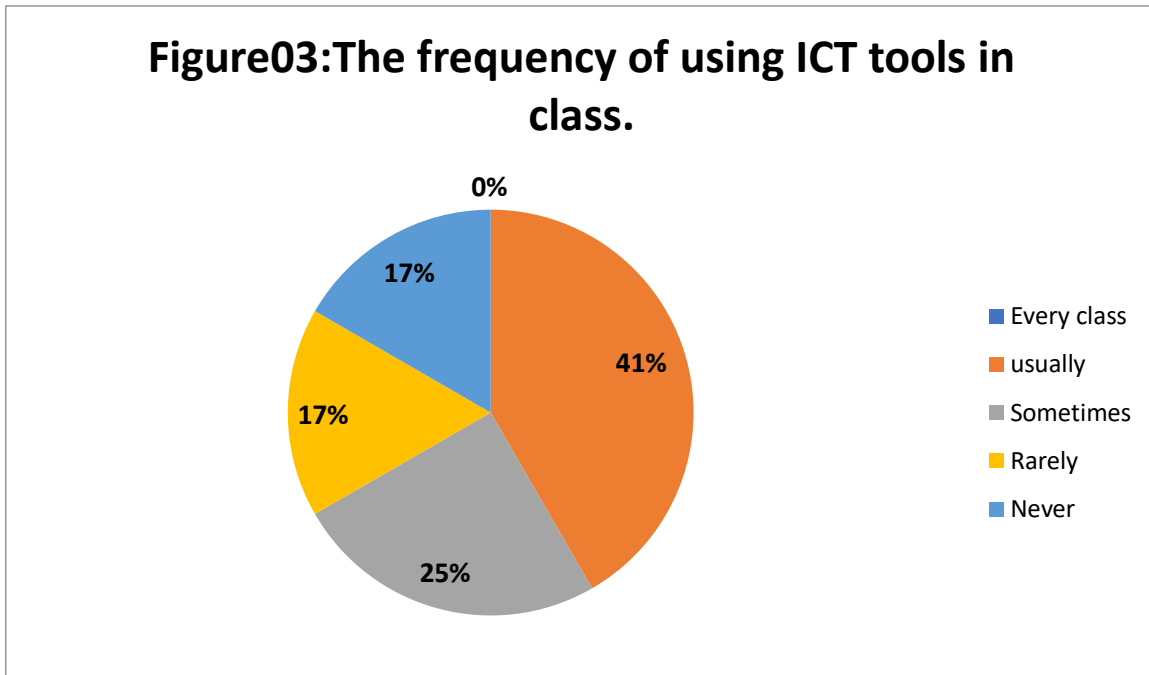
- Every class
- Sometimes
- Rarely
- Never

Options	Number of respondent (N)	Percentage (%)
Every class	00	00%
Usually	50	41%
Sometimes	30	25%

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Rarely	20	17%
Never	20	17%

**Table 03: The frequency of using ICT tools in class.**



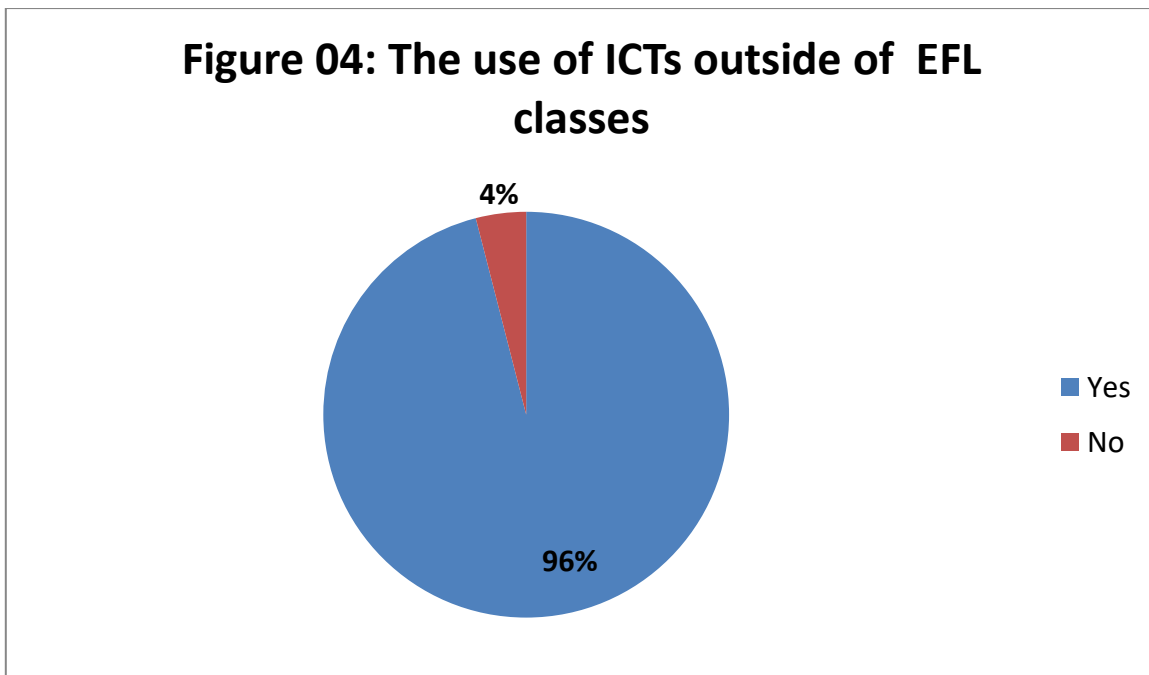
According to table and figure 03, most of students responded by usually (41%), and 25% of participants said sometimes whereas 17% responded never and rarely. This means that the frequency of using ICTs in classes is acceptable even there are some obstacles that prevent the integration of ICT tools in classrooms as shown in the responds of the participants (never/rarely 17%).

### **Question 4: Do you use electronic devices to learn English outside of school?**

- Yes
- No

Options	Number of respondent (N)	Percentage (%)
Yes	115	96%
No	4	04%

**Table 04: The use of ICTs outside of EFL classes**



According to the data from Question 4, 96% of respondents (115 out of 119) reported using electronic devices to learn English outside of school, while only 4% (4 out of 119) indicated that they do not use electronic devices for this purpose. This high percentage illustrates the widespread use of technologies such as computers, smart phones, and tablets for English language learning outside of formal classroom settings. This indicates that these ICT tools are more accessible at home, emphasizing their role in facilitating continuous language learning beyond school environments.

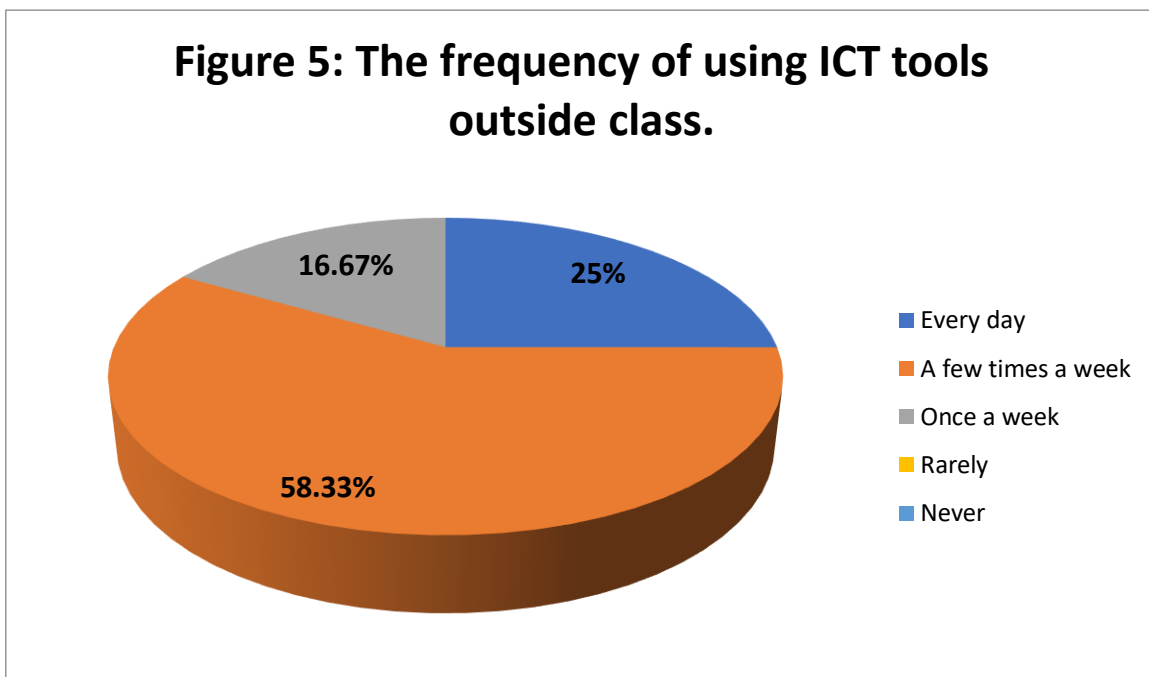
**Question 5: How often do you use electronic devices to learn English outside of school?**

- Every day
- A few times a week
- Once a week
- Rarely
- Never

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Options	Number of respondent (N)	Percentage (%)
Every day	30	25%
A few times a week	70	58.33%
Once a week	20	16.67%
Rarely	00	00%
Never	00	00%

**Table 05: The frequency of using electronic devices outside of school.**



According to table and figure5, 58.33% of the participants responded by (a few times a week), and 25% responded every day whereas 16.67% responded once a week. The frequency shows that a significant portion of students engage with electronic devices for English learning several times a week, indicating consistent self-directed learning efforts outside of school hours. This suggests that students actively utilize technology as a supplementary learning resource beyond formal instruction.

**Question 6: Do you find using technological devices helpful in learning English?**

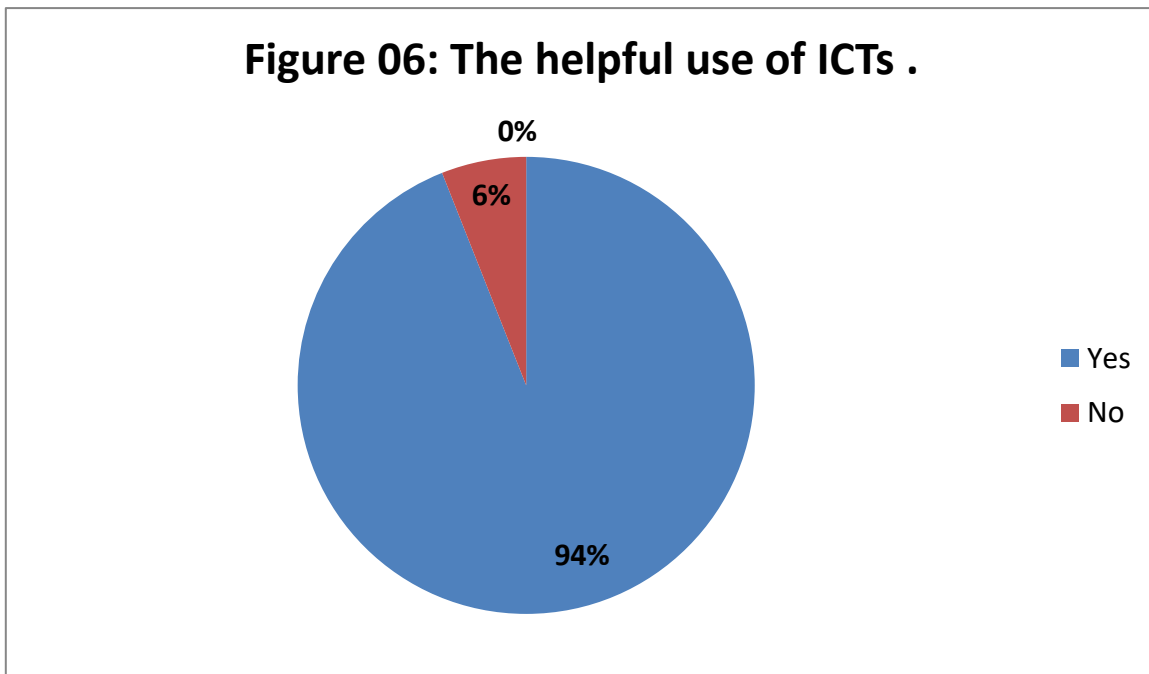
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- Yes
- No

Options	Number of respondent (N)	Percentage (%)
Yes	113	94%
No	7	6%

**Table 6: The help of ICTs**



According to table and figure 06, 94% of respondents (113 out of 120) reported finding technological devices helpful in learning English, while 6% (7 out of 120) indicated that they did not find them helpful. This unanimous agreement among students regarding the beneficial use of ICTs underscores a widespread recognition of these devices' instrumental role in supporting language acquisition. It reflects a positive perception of technology as an effective educational tool for enhancing English language skills..

**Question 7: Do you find English class more interesting when using technological devices?**

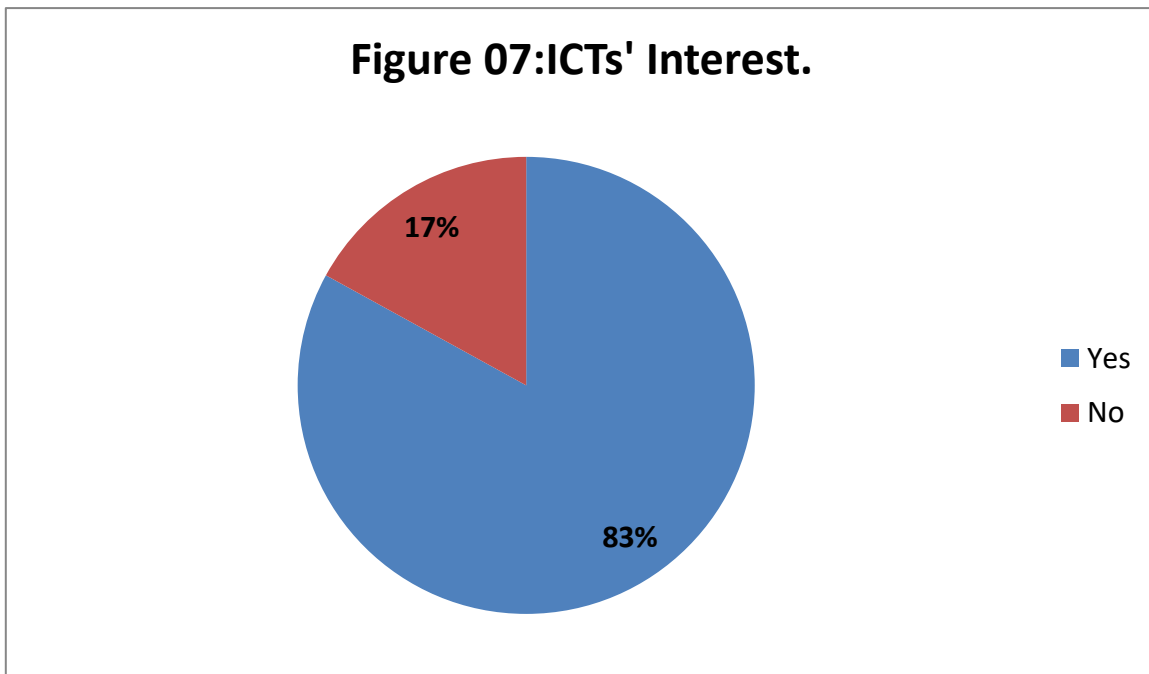
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- Yes
- No

Options	Number of respondent (N)	Percentage (%)
Yes	100	83%
No	20	17%

**Table 7: ICTS' interest**



According to table and figure 07, 83% of respondents (100 out of 120) reported finding English class more interesting when using technological devices, while 17% (20 out of 120) indicated that they did not find it more interesting. This unanimous agreement among the majority of students underscores the positive impact of integrating ICTs on student engagement and motivation. It suggests that incorporating technology enhances the overall classroom experience, making learning more enjoyable and stimulating for students.

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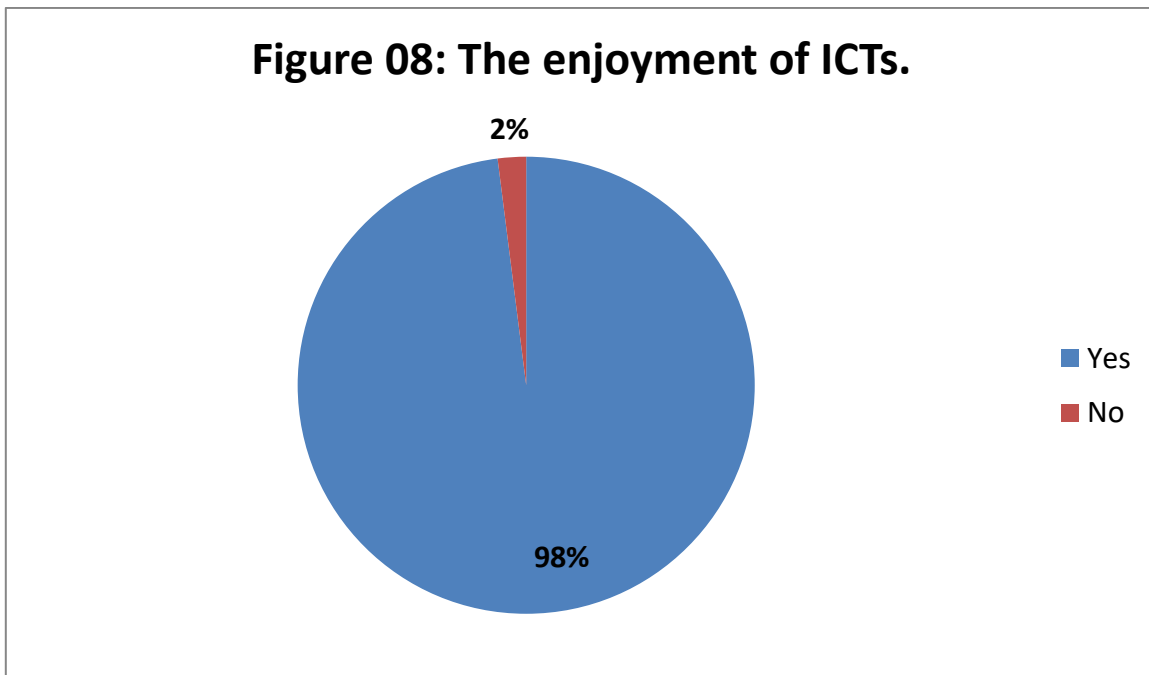
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**Question 8: Do you enjoy using technology (like tablets, computers, or educational apps) in your classes?**

- Yes
- No

Options	Number of respondent (N)	Percentage (%)
Yes	118	98%
No	00	2%

**Table 8: The enjoyment of ICTs integration**



According to table and figure 08, 98% of respondents (118 out of 120) reported enjoying using technology (like tablets, computers, or educational apps) in their classes, while 2% (2 out of 120) indicated that they did not enjoy it. This unanimous agreement among participants highlights students' overwhelmingly positive attitudes towards ICT integration in education. It suggests that students perceive technology as a valuable tool that enhances their learning experience by creating a dynamic and interactive classroom environment.

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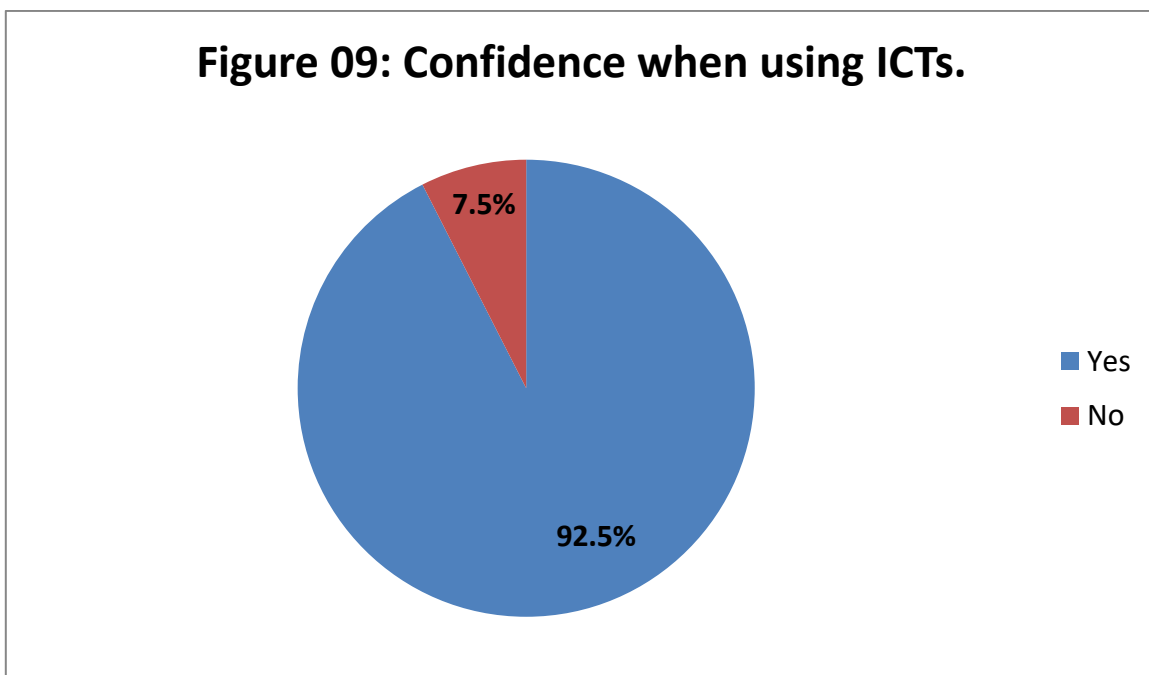
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**Question 9: Do you feel more confident in English when using data projector, computers, tablets, or other devices?**

- Yes
- No

Options	Number of respondent (N)	Percentage (%)
Yes	111	92.5%
No	9	7.5%

**Table 9: Confidence when using ICTs**



As it is shown in the table and figure 09, 92.5% of respondents (111 out of 120) reported feeling more confident in English when using data projectors, computers, tablets, or other devices, while 7.5% (9 out of 120) indicated that they did not feel more confident. This unanimous agreement among the majority of students highlights the self-assurance gained through technology-enhanced learning. It suggests that technology empowers students by

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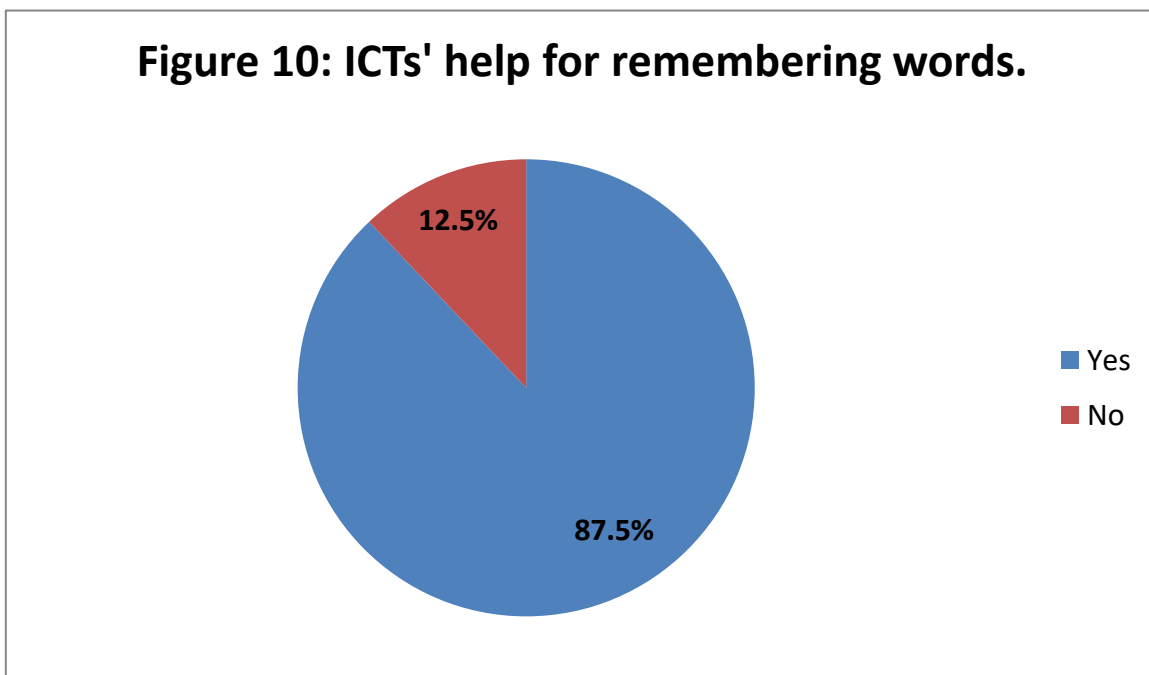
providing them with tools and resources that support their language development, contributing positively to their overall confidence in using English.

**Question 10: Do you think using ICTs helps you remember English words better?**

- Yes
- No

Options	Number of respondent (N)	Percentage (%)
Yes	105	87.5%
No	15	12.5%

**Table 10: ICTs help remembering words.**



According to table and figure 10, 87.5% of respondents (105 out of 120) reported believing that using ICTs helps them remember English words better, while 12.5% (15 out of 120) indicated otherwise. This widespread belief among the majority of students suggests that technology serves as an effective tool for vocabulary acquisition, aiding in the process of

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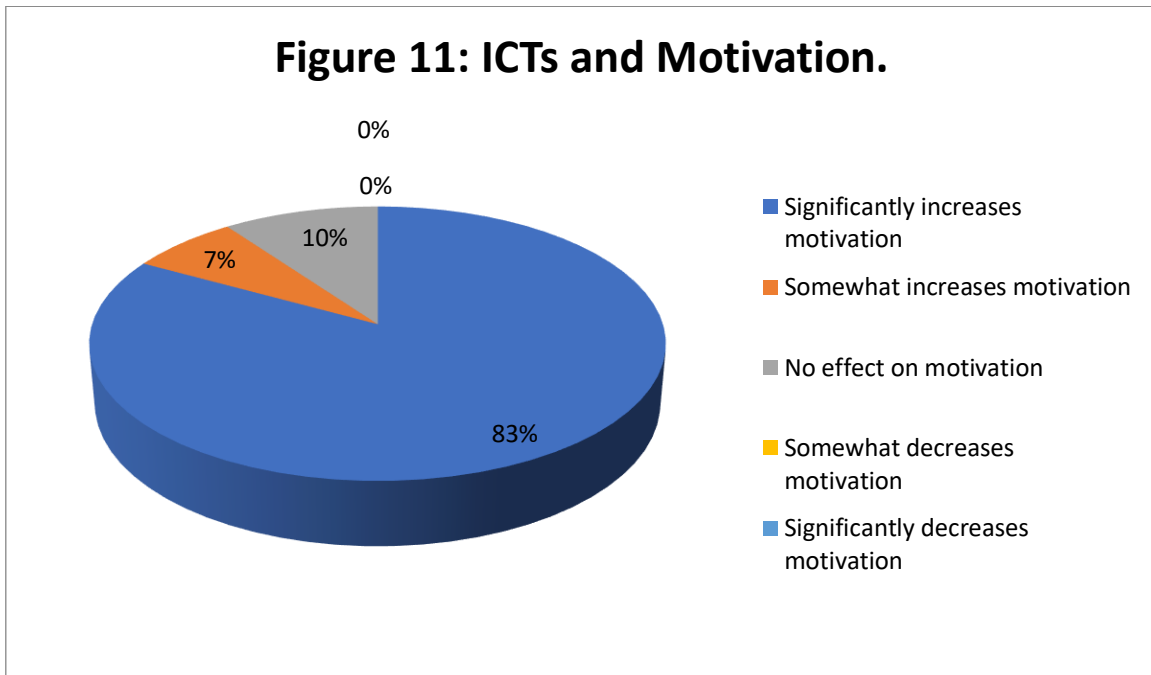
language learning and memorization. It underscores the practical utility of technological devices in enhancing students' ability to retain and recall English vocabulary effectively.

**Question 11: How does the integration of technological devices in your English classes impact your motivation to learn?**

- Significantly increases motivation
- Somewhat increases motivation
- No effect on motivation
- Somewhat decreases motivation
- Significantly decreases motivation

Options	Number of respondent (N)	Percentage (%)
Significantly increases motivation	100	83%
Somewhat increases motivation	8	7%
No effect on motivation	12	10%
Somewhat decreases motivation	00	00%
Significantly decreases motivation	00	00%

**Table 11: ICTs and Motivation.**



According to table and figure 11, 83% of respondents (100 out of 120) reported that the integration of technological devices significantly increases their motivation to learn English, while 7% (8 out of 120) indicated that it somewhat increases motivation. Additionally, 10% (12 out of 120) reported no effect on motivation, and there were no responses indicating a decrease in motivation. This unanimous consensus among the majority of students highlights the significant motivational benefits associated with ICT integration in English learning. It suggests that technology acts as a catalyst for enhancing student engagement and enthusiasm, thereby positively impacting their overall learning experience in the English classroom.

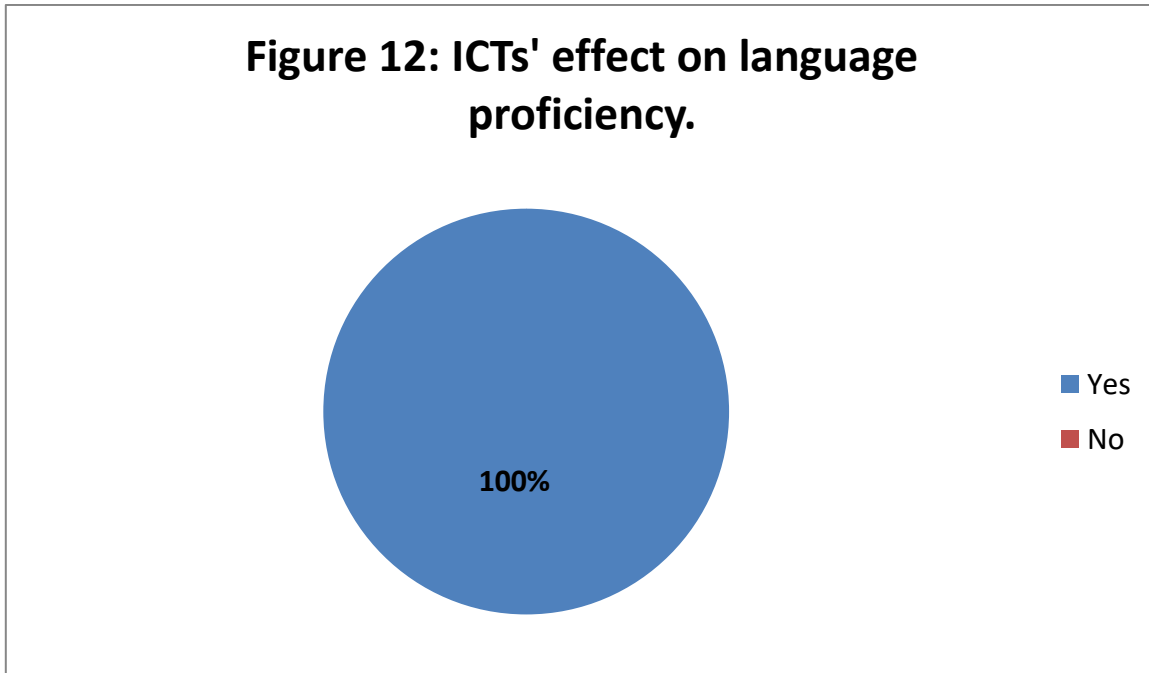
**Question 12: how do ICTs affect your language proficiency?**

- Positively
- Negatively

Options	Number of respondent (N)	Percentage (%)

○ Positively	120	100%
○ Negatively	00	00%

**Table 12: ICTs' effect on language proficiency**



According to table and figure 12, there was a collective agreement (100%) that ICTs have a positive effect on language proficiency underscores the perceived benefits of technology in improving language skills. This suggests that technology plays a vital role in enhancing students' linguistic competence across various language domains.

## 5.5. Findings and Discussion

### Teachers' findings and discussion

#### Section One: Background Information

#### Gender Distribution (Table 01):

- Among the respondents, 40% were male and 60% were female. This gender distribution suggests a slight majority of female teachers participating in the survey.

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### **Teaching Experience (Table 02):**

- The majority of respondents (70%) had teaching experience between 0-15 years, with 30% having more than 15 years of experience. This indicates a mix of relatively experienced teachers with some newer educators.

### **Highest Level of Education (Table 03):**

- 70% of respondents held a Bachelor's degree, while 30% held a Master's degree. None of the respondents had a Doctorate degree. This distribution highlights a predominantly Bachelor's educated teaching cohort.

## **Section 2: ICT Usage**

### **Usage of ICTs in EFL Classes (Table 04):**

- 60% of teachers reported using ICT tools in their EFL classes, while 40% did not. This indicates a significant adoption of technology in educational practices.

### **Frequency of ICT Usage (Table 05):**

- The most common frequency of ICT tool usage was reported as sometimes (30%) and rarely (30%), followed by never (20%) and usually (20%). This demonstrates varied levels of integration of ICT tools among the respondents.

### **Most Frequently Used ICT Tools (Table 06):**

- Data projectors and computers were the most commonly used ICT tools, each cited by 37.5% of respondents. Interactive whiteboards were used by 25%, while educational

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software and online resources were not utilized by any respondents. This preference suggests a reliance on hardware-based ICT tools over digital resources.

### **Section Three: Teachers' Perceptions and Attitudes towards Using ICTs in EFL Classroom**

#### **Availability of ICT Devices (Table 07):**

- All respondents (100%) indicated that their classrooms were not equipped with enough ICT devices. This underscores a significant gap in the availability of ICT resources despite their usage.

#### **Impact on Student Engagement (Table 08):**

- 80% of respondents agreed (30% strongly agree and 50% agree) that ICT tools enhance student engagement in their classrooms. This highlights a positive perception towards the effectiveness of ICT tools in boosting student participation.

#### **Effectiveness of Educational Apps (Table 09):**

- 90% of respondents agreed (10% strongly agree and 80% agree) that educational apps like Dorous.com make review sessions more interactive and effective. This shows strong support for the efficacy of educational apps in enhancing learning experiences.

#### **Effect on Learning Enjoyment and Effectiveness (Table 10):**

- 100% of respondents agreed (20% strongly agree and 80% agree) that ICT integration makes learning more enjoyable and effective. This indicates a unanimous positive perception towards the impact of ICT tools on learning outcomes.

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### **Impact on Student Motivation (Table 11):**

- 70% of respondents reported that ICT tools significantly increase students' motivation to learn English, and 30% indicated a somewhat increase. This suggests a consensus on the motivational benefits of ICT integration.

### **Effect on Student Engagement (Table 12):**

- 90% of respondents reported that students are much more engaged (50%) or more engaged (40%) in English lessons that incorporate ICT tools. This highlights a strong positive impact on student engagement.

### **Improvement in Language Skills (Table 13):**

- 80% of respondents reported significant improvement (50%) or some improvement (30%) in students' English language skills due to ICT tool usage. This underscores the perceived effectiveness of ICT tools in enhancing language proficiency.

### **Enhancement of Vocabulary Acquisition (Table 14):**

- 90% of respondents agreed that ICT tools enhance vocabulary acquisition in classrooms. This indicates a widespread belief in the beneficial role of ICT tools in language education.

### **Challenges in Integrating ICT Tools (Table 15):**

- All respondents (100%) cited lack of resources, insufficient training, time constraints, and technical issues as challenges in integrating ICT tools into teaching practices. This

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highlights significant barriers that need to be addressed to support effective ICT integration.

### **Training on ICT Integration (Table 16):**

- 40% of respondents reported receiving training on ICT integration, while 60% had not. This suggests a need for more comprehensive training programs to support educators.

### **Desire for More Training (Table 17):**

- 100% of respondents expressed a desire for more training on using ICT in teaching, indicating a strong demand for professional development opportunities in this area.

### **Enjoyment of Teaching with ICT Tools (Table 18):**

- 100% of respondents indicated that they enjoy teaching English using ICT tools, underscoring a positive attitude towards incorporating technology in educational practices.

## **Discussion**

The findings from this survey reveal several key insights into the perceptions and practices of EFL teachers regarding ICT integration:

1. **Positive Perceptions:** There is a strong consensus among respondents regarding the positive impact of ICT tools on student engagement, motivation, learning enjoyment, and language skills improvement. This positive perception underscores the potential of ICT tools to enhance educational outcomes in EFL classrooms.

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2. **Challenges:** Despite the positive perceptions, educators face significant challenges such as lack of resources, training deficiencies, time constraints, and technical issues. Addressing these challenges is crucial to fully leverage the benefits of ICT tools in teaching.
3. **Training Needs:** The majority of respondents expressed a desire for more training on integrating ICT tools into teaching practices. This highlights an opportunity for educational institutions and policymakers to invest in professional development programs tailored to ICT integration.
4. **Usage Patterns:** While there is widespread adoption of hardware-based ICT tools like data projectors and computers, digital resources such as educational software and online platforms are underutilized. This indicates a potential gap in accessing and integrating digital educational resources effectively.
5. **Gender and Experience:** The survey participants were predominantly female with varying levels of teaching experience. These demographic factors can influence perceptions and practices regarding ICT integration, suggesting a need for inclusive and targeted support strategies.

### Conclusion

In conclusion, while EFL teachers demonstrate positive attitudes towards ICT integration and recognize its benefits, addressing the associated challenges and enhancing support mechanisms are critical steps towards realizing the full potential of ICT tools in enhancing language education. Future research and policy initiatives should focus on bridging the gap between perception and practice by providing adequate resources, training opportunities, and support for educators.

### Students' findings and discussion

#### Section 1: Demographics

- **Gender Distribution:**
  - 67% of respondents identified as female, while 33% identified as male.
  - This distribution reflects a balanced gender representation within the surveyed group, indicating a diverse sample.

#### Section 2: ICT Usage and Perception

- **Question 2: Use of Technological Devices in English Classes:**
  - 75% of students reported using technological devices in their English classes.
  - This indicates a high adoption rate of ICTs in educational settings, highlighting their integration into classroom learning.
- **Question 3: Frequency of ICT Use in English Classes:**
  - Majority (41%) use ICTs usually, followed by sometimes (25%), and 17% either rarely or never use ICTs.
  - Despite some variability in frequency, there is a significant overall usage of ICTs, suggesting their role as a regular learning tool.
- **Question 4: Use of ICTs Outside of School:**
  - 96% of students use electronic devices to learn English outside of school.
  - This demonstrates widespread use of technology for self-directed learning, underscoring its accessibility and relevance beyond formal education.
- **Question 5: Frequency of ICT Use Outside of School:**

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- A majority (58.33%) use electronic devices a few times a week for learning English, with 25% using them every day.
- This frequent engagement suggests students actively utilize technology as a supplementary learning resource.
- **Question 6: Perceived Helpfulness of Technological Devices:**
  - 94% find technological devices helpful in learning English.
  - Strong consensus on the utility of ICTs indicates positive perceptions towards technology as an effective educational aid.
- **Question 7: Interest in English Class with Technological Devices:**
  - 83% find English class more interesting when using technological devices.
  - Integration of ICTs enhances student engagement and enjoyment in learning activities.
- **Question 8: Enjoyment of ICT Integration:**
  - 98% enjoy using technology in their English classes.
  - Indicates a highly positive attitude towards ICT integration, suggesting students perceive it as enhancing their learning experience.
- **Question 9: Confidence with ICTs:**
  - 92.5% feel more confident in English when using technological devices.
  - Technology enhances students' confidence in language skills, indicating its role in improving language proficiency.
- **Question 10: ICTs' Impact on Remembering Words:**
  - 87.5% believe ICTs help them remember English words better.
  - Students perceive technology as beneficial for vocabulary acquisition and retention.

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- **Question 11: ICTs' Impact on Motivation:**
  - 83% report that ICT integration significantly increases their motivation to learn English.
  - Technology serves as a motivator for students, enhancing their engagement and enthusiasm in language learning.
- **Question 12: ICTs' Effect on Language Proficiency:**
  - 100% believe ICTs have a positive effect on language proficiency.
  - Consensus on technology's positive impact underscores its perceived benefits in improving overall language skills.

### Discussion Points:

1. **Impact of Gender on ICT Usage:** Despite a higher proportion of females, both genders show similarly positive attitudes towards ICT integration.
2. **Frequency of ICT Use:** Understanding the reasons behind the 17% who rarely or never use ICTs could provide insights into barriers or preferences affecting technology adoption.
3. **Role of ICTs Outside of School:** Explore how self-directed learning with ICTs complements formal education and its implications for educational policy.
4. **Perceptions vs. Academic Performance:** Investigate if positive perceptions towards ICTs correlate with improved academic outcomes in language proficiency.
5. **Motivation and Engagement:** Discuss how ICTs contribute to enhanced motivation and engagement in language learning, potentially influencing pedagogical strategies.
6. **Future Directions:** Consider expanding ICT integration strategies based on student feedback to maximize educational benefits and address challenges identified.

### **Conclusion**

These findings highlight a strong endorsement of ICTs among students for enhancing English language learning, suggesting opportunities for further leveraging technology in educational contexts.

### **General conclusion of teachers' and students' findings**

Combining the findings from both teachers and students provides a comprehensive view of ICT integration in English language education. Teachers recognize ICTs as valuable tools for enhancing teaching effectiveness, promoting interactive learning environments, and catering to diverse learning styles. They emphasize the importance of professional development and technical support to maximize the potential of ICTs in education. On the other hand, students demonstrate a high level of engagement and positive perceptions towards ICTs, noting their effectiveness in improving motivation, confidence, and language proficiency. They consistently use technological devices both inside and outside of school, highlighting accessibility and the role of ICTs in supplementing traditional learning methods. Together, these findings underscore the transformative impact of ICT integration on both teaching practices and student learning experiences, emphasizing the need for continued support and innovation in educational technology to meet the evolving needs of modern classrooms.

## **6. Interview description**

### **6.1 Introduction**

#### **Purpose of the Interview**

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The purpose of these interviews was to explore the perceptions and attitudes of fourth-year middle school EFL teachers toward the use of ICT tools in their classrooms and identify the challenges they face. These insights aim to complement the quantitative data from the questionnaire, providing a richer understanding of ICT integration in language teaching.

### **Participant Selection**

Six teachers from various middle schools participated in the interviews. These teachers were selected based on their experience with ICT in teaching and their willingness to provide detailed feedback, ensuring a diverse range of perspectives.

### **Ethical Considerations**

Ethical standards were strictly adhered to. Informed consent was obtained from all participants, and measures were taken to ensure that their responses remained confidential. Participants were informed about the study's purpose, their right to withdraw at any time, and the confidentiality of their responses.

### **Methodology**

#### **Interview Design**

The interviews were semi-structured, allowing for a guided yet flexible conversation. This format enabled the exploration of specific topics while allowing participants to discuss issues most relevant to their experiences.

#### **Interview Questions**

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The interview questions focused on various aspects of ICT usage, including benefits, challenges, training, and student engagement. These questions were designed to align with the research objectives and elicit detailed responses.

### **Data Collection Process**

Interviews were conducted in person, each lasting approximately 45 minutes. This setting provided a comfortable environment for participants to share their insights openly.

### **Data Analysis**

The data were analyzed using thematic analysis. Responses were transcribed, coded, and grouped into key themes to draw meaningful conclusions.

## **6.2 Presentation of Findings**

### **Overview of Participants**

**Number of Participants:** 06

**Teaching Experience:** 5 to 25 years

**Educational Levels:** All participants were fourth-year middle school EFL teachers.

### **Themes and Patterns**

Three major themes emerged from the interviews:

- ❖ Positive Impact on Engagement
- ❖ Challenges with Resources and Training
- ❖ Desire for More Training

### **Detailed Responses**

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### **Theme 1: Positive Impact on Engagement**

**Participant A:** "I've noticed that students are much more engaged when I use interactive whiteboards. They enjoy coming up to the board to solve problems or participate in interactive activities, which has significantly increased their enthusiasm and participation."

**Participant B:** "Using multimedia content via data projectors keeps students interested and helps illustrate complex ideas. They seem to grasp concepts more quickly when I incorporate videos and interactive presentations."

### **Theme 2: Challenges with Resources and Training**

**Participant C:** "Technical issues and a lack of training are major obstacles. Sometimes, I spend more time troubleshooting than teaching. For example, our computers often crash or the internet connection is unstable, disrupting the flow of the lesson."

**Participant D:** "We don't have enough computers for every student, which makes it difficult to fully integrate ICT into my lessons. Additionally, there's a significant need for more practical training sessions. The few workshops we've had were too theoretical and didn't provide enough hands-on practice."

### **Theme 3: Desire for More Training**

**Participant E:** "I would really benefit from hands-on workshops that focus on practical applications of ICT tools in the classroom. Training should cover a range of tools and software, provides real classroom scenarios, and includes ongoing support to address any issues that arise post-training."

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**Participant F:** "Ongoing support and training are crucial. It's not enough to have a one-time workshop; we need continuous development. I often feel overwhelmed by the rapid pace of technological advancements and would appreciate regular updates and refresher courses."

### **6.3 Teachers' Interview**

#### **Aim of the Interview**

The aim of the interview is to gather more in-depth information that could not be collected through the questionnaire. It investigates teachers' detailed views about the use of ICTs in EFL classes.

#### **Description of the Interview**

The interview was conducted with four teachers who volunteered to answer questions in face-to-face meetings, each individually. It includes eight questions divided into three rubrics. The first rubric aims to gather information about the teachers' profiles and their teaching experiences. The second rubric explores teachers' practices in using ICTs in their English classes. The third rubric seeks to understand teachers' perceptions and attitudes towards the use of ICTs in EFL classes.

#### **The Analysis of the Teachers' Interview**

The participants of this interview were four EFL teachers working in different middle schools in the Wilaya of Bourj Bou Arrerijj. The interview was flexible, allowing the researcher to ask questions smoothly. The interview is designed in three rubrics, aiming to discover teachers' perceptions and practices towards the use of ICTs in the English class.

#### **Rubric One: Teachers' Background Information**

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### Question 1: How many years have you been teaching English?

Teacher	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher F
Years of experience	25years	10 years	16 years	8 years	12 years	5 years

**Table 1: Teachers' Experience**

This table shows that each teacher has adequate years of experience in teaching English, indicating their familiarity and comfort with integrating ICT into their teaching practices.

### Question 2: What levels have you taught?

All teachers stated that they have taught all levels in middle school. This experience makes them more likely to be exposed to the ICT issue.

### Rubric Two: ICTs under Practice in EFL Classes

#### Question 1: Do you use ICT tools in your class? How do you integrate them in terms of lesson organization, time management, etc.?

Three teachers mentioned that they use ICT tools in a structured manner to enhance their lessons.

They integrate ICTs for various purposes, such as:

- Presenting multimedia content to make lessons more engaging.
- Using educational software for interactive exercises.
- Managing classroom activities and assessments efficiently.
- Saving time by using digital resources for explanations and practice.

#### Question 2: Why do you use ICT tools in your teaching?

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Teachers provided several reasons for using ICT tools, including:

- Facilitating better understanding of complex topics.
- Making lessons more interactive and engaging for students.
- Addressing different learning styles and needs.
- Enhancing student motivation and participation.

### **Question 3: What challenges do you face in integrating ICTs into your teaching?**

Teachers identified several challenges in integrating ICTs, such as:

- Limited access to reliable technology and resources.
- Insufficient training and support for using ICT tools effectively.
- Technical issues and disruptions during lessons.
- Balancing the use of ICT with traditional teaching methods.

### **Rubric Three: Teachers' Perceptions and Attitudes towards the Use of ICTs in EFL Classes**

#### **Question 1: How do you think ICT tools impact student engagement in your classes?**

Teachers generally agreed that ICT tools significantly increase student engagement. They noted that students are more attentive and interested when lessons incorporate multimedia elements and interactive activities.

#### **Question 2: Do you believe ICT tools enhance students' language proficiency? How?**

Most teachers believe that ICT tools contribute positively to language proficiency by providing diverse and authentic language experiences. They highlighted benefits such as:

- Access to a wide range of language learning resources.

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- Opportunities for practicing listening, speaking, reading, and writing skills.
- Immediate feedback on exercises and assessments.

### **Question 3: How do ICT tools make learning more fun and enjoyable for students?**

Teachers reported that ICT tools make learning more enjoyable by:

- Incorporating games and interactive activities that make lessons more dynamic.
- Allowing students to explore language through engaging multimedia content.
- Creating a more relaxed and stimulating learning environment.

### **Question 4: In what ways do ICT tools make lessons more interesting for both teachers and students?**

Teachers noted that ICT tools make lessons more interesting by:

- Offering innovative ways to present and explore content.
- Enabling the use of real-world materials and examples.
- Facilitating creative and collaborative projects that engage both teachers and students.

## **Conclusion**

This chapter presented the research design and methodology, description, analysis, and discussion of findings obtained from various data collection tools. It analyzed teachers' questionnaires and interviews to gain insights into EFL teachers' perceptions and practices towards using ICT tools in English classes, and the extent of their use, whether it has a positive or negative impact on students' learning processes.

## **6.4. Analysis and Findings of teachers' interview**

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### Findings

**Positive Impact on Engagement:** Teachers unanimously agreed that ICT tools have a significant positive impact on student engagement. For instance, Participant A highlighted that interactive whiteboards enhance student enthusiasm and participation, while Participant B noted that multimedia content through data projectors helps students grasp complex ideas more effectively. These insights underscore how ICTs contribute to creating interactive and dynamic learning environments that enhance student engagement.

**Challenges with Resources and Training:** A common theme among the teachers was the challenges they face with resources and training. Participant C mentioned technical issues and lack of training as major obstacles, often spending more time troubleshooting than teaching. Participant D emphasized the shortage of computers for students and the need for more practical training sessions that are hands-on and relevant to classroom contexts. These challenges indicate a gap between the potential benefits of ICTs and the practical implementation due to insufficient resources and support.

**Desire for More Training:** Teachers expressed a strong desire for more comprehensive and ongoing training in ICT integration. Participant E emphasized the need for workshops that cover a variety of tools and software, provide practical classroom scenarios, and include continuous support to address post-training issues. Participant F echoed this sentiment, stressing the importance of continuous professional development to keep pace with technological advancements. This highlights the critical role of training and support in maximizing the effective use of ICT tools in EFL classrooms.

### Analysis:

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The interviews provided a deeper understanding of how EFL teachers perceive and utilize ICT tools in their teaching practices. The positive impact on engagement underscores the potential of ICTs to enhance student motivation and participation through interactive and multimedia-rich learning experiences. However, the challenges identified—such as resource limitations, technical issues, and inadequate training—underscore the barriers that hinder full integration of ICTs into daily teaching practices.

Teachers' consistent call for more training reflects their recognition of the need to enhance their skills and knowledge in leveraging ICT tools effectively. Addressing these challenges through targeted professional development programs that offer practical, hands-on training could bridge the gap between teachers' aspirations and the current realities of ICT integration in EFL classrooms.

Overall, the findings underscore the transformative potential of ICT tools in enhancing EFL teaching and learning experiences while highlighting the critical importance of addressing infrastructure, resource, and training challenges to fully capitalize on these technologies. Future research and educational initiatives should focus on providing comprehensive support to teachers, enabling them to harness ICTs effectively to meet diverse learning needs and improve overall educational outcomes.

## **7. Observation**

### **Introduction**

Observation is a fundamental methodological approach used in this thesis to investigate the integration of Information and Communication Technologies (ICTs) in English as Foreign Language (EFL) classrooms. This section presents a detailed analysis of observations conducted

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across multiple sessions in middle school classrooms, focusing on how ICT tools are utilized by teachers and their impact on student engagement and learning outcomes.

### **Observer Information**

**Observers:** LARBI SILEM and BELKHOUS MOHAMMED

**Dates of Observation:** 11, 12, 21 March, and 17, 18 April 2024

Target of observation: 4th year EFL class of middle school

### **Observation Framework**

The observations were structured around five main sections to assess the integration and effectiveness of ICT tools in EFL (English as a Foreign Language) classrooms:

#### **Section 1: Classroom Environment**

**Objective:** Assess the availability and adequacy of ICT tools in classrooms.

#### **Findings of observations:**

- ❖ ICT tools such as computers and data projectors were available in some classrooms.
- ❖ Many classrooms lacked modern devices and relied on traditional whiteboards.
- ❖ Teachers frequently had to relocate to the Lecture Hall to access ICT tools, impacting lesson continuity and effectiveness.

**Discussion:** The observations indicate a significant disparity in ICT tool availability, suggesting a need for equitable resource distribution to facilitate consistent ICT integration in teaching practices.

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### Section 2: Teacher's Use of ICT

**Objective:** Evaluate how teachers utilize ICT tools during lessons.

#### **Findings of observations:**

- ❖ Teachers predominantly used computers, data projectors, and online resources.
- ❖ There was a lack of diversity in ICT tools, with minimal use of other technological devices such as interactive whiteboards or educational software etc.
- ❖ Some teachers reported challenges in effectively integrating ICT due to insufficient training.

**Discussion:** The findings underscore the importance of comprehensive teacher training to foster diverse and effective use of ICT tools, thereby enhancing instructional strategies and student engagement.

### Section 3: Student Engagement and Interaction

**Objective:** Measure student engagement and interaction when ICT tools are utilized.

#### **Findings of observations:**

- ❖ Students exhibited higher engagement and active participation during ICT-integrated lessons.
- ❖ ICT tools contributed to increased interaction and collaboration among students.

**Discussion:** The observations highlight ICT's potential to enhance learning experiences by fostering student engagement and facilitating collaborative learning environments.

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### Section 4: Technical and Logistical Issues

**Objective:** Identify technical and logistical challenges associated with ICT integration.

**Findings:**

Common issues included lack of resources, inadequate training, time constraints, and technical disruptions.

**Discussion:** Addressing these challenges through improved resource allocation, enhanced technical support, and ongoing professional development is essential to optimize the effectiveness of ICT in education.

### Section 5: Overall Effectiveness

**Objective:** Assess the overall impact and effectiveness of ICT integration in EFL classrooms.

**Findings:**

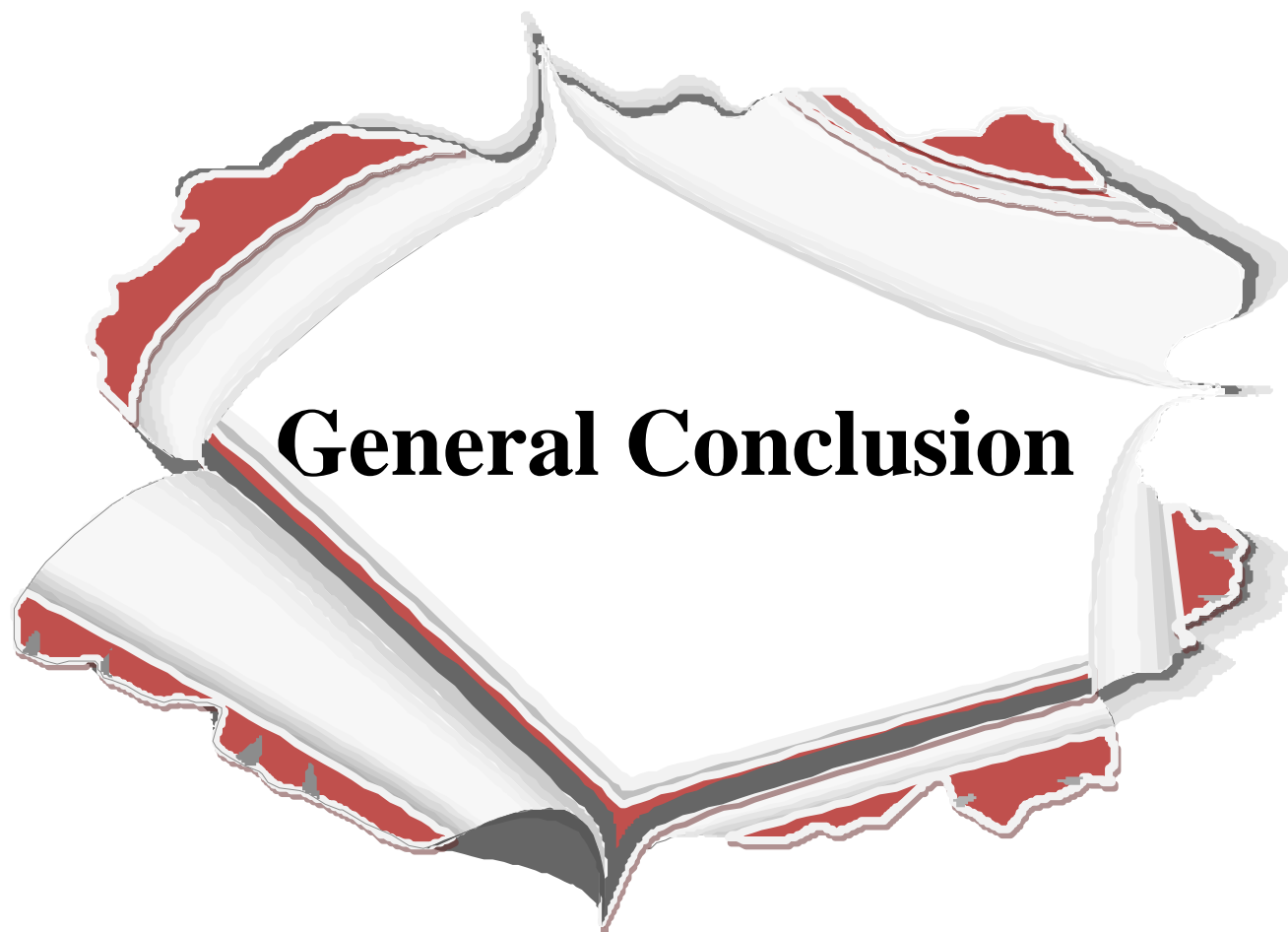
- ❖ ICT tools were rated moderately effective in enhancing teaching and learning practices.
- ❖ Positive outcomes included increased student engagement and interactive learning experiences.

**Discussion:** While ICT integration showed promising benefits, addressing identified challenges is critical to fully harnessing its potential and improving educational outcomes.

### Conclusion

The observations reveal a positive reception towards ICT among teachers and students, despite existing challenges in implementation and utilization.





# **General Conclusion**

# General Conclusion

Based on the comprehensive analysis of both teachers' and students' perceptions and attitudes toward the use of ICTs in EFL classes, it is evident that ICT integration plays a crucial role in enhancing student engagement, motivation, and language proficiency. Despite these benefits, significant challenges such as limited access to technology and insufficient training for teachers were identified. The unanimous positive feedback from both groups underscores the potential of ICT tools to transform language learning experiences. Recommendations include improving ICT infrastructure, enhancing teacher training programs, and conducting further research with broader and more diverse samples to validate these findings across various educational settings. These insights contribute to a deeper understanding of how ICTs can effectively support language education and inform future educational practices.

## Limitations and Recommendations

### **Limitations:**

#### **Sample Size and Representativeness:**

Both the teachers' interviews and students' questionnaires were conducted with a limited number of participants from specific middle schools in a particular region. This restricts the generalization ability of findings to a broader population of EFL teachers and students.

#### **Self-Reported Data:**

The data collected relied heavily on self-reported responses from teachers and students, which may introduce bias or inaccuracies due to social desirability or misunderstandings of the questions.

## General Conclusion

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**Technological Infrastructure:** A significant limitation identified across both groups was the availability and reliability of ICT infrastructure (e.g., computers, internet access). Variations in technological resources among different schools or regions could impact the consistency and effectiveness of ICT integration.

**Training and Support:** While teachers expressed a need for more training, the effectiveness of existing training programs was not thoroughly evaluated. Future research should delve deeper into the specific types of training needed and measure its impact on teachers' ICT integration practices.

**Time Constraints:** The duration of both the questionnaire and interviews may have limited the depth of responses from participants, particularly in exploring nuanced aspects of ICT usage and its effects on teaching and learning outcomes.

### Recommendations for Future Research:

**Longitudinal Studies:** Conduct longitudinal studies to track the long-term effects of ICT integration on students' language proficiency, engagement, and academic achievement. This would provide a clearer understanding of the sustainability of ICT initiatives over time.

**Comparative Studies:** Compare ICT integration practices and outcomes across different educational contexts (e.g., urban vs. rural schools, public vs. private schools) to identify contextual factors influencing effective ICT implementation.

**Mixed-Methods Approaches:** Employ mixed-methods approaches combining qualitative interviews with quantitative surveys to triangulate findings and provide a more comprehensive understanding of the complex interactions between ICT use, teaching practices, and student outcomes.

**Impact of Training Programs:** Evaluate the effectiveness of different types of ICT training programs for teachers, including pre-service and in-service education, to determine best practices for enhancing teachers' ICT competencies and confidence.

## **General Conclusion**

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**Infrastructure and Resource Allocation:** Investigate the impact of adequate technological infrastructure and resource allocation on ICT integration in schools. This includes assessing the role of policy interventions and funding in supporting sustainable ICT initiatives.

**Student-Centered Perspectives:**

Include more detailed exploration of students' perspectives on ICT use in EFL classrooms, focusing on their experiences, preferences, and perceived benefits or challenges

**Qualitative Exploration of Challenges:**

Conduct qualitative studies to delve deeper into the specific challenges teachers face in integrating ICTs into their teaching, including technical issues, pedagogical concerns, and institutional support.

Addressing these limitations and implementing these recommendations in future research endeavors will contribute to a more robust understanding of the complexities surrounding ICT integration in EFL education. This, in turn, will inform evidence-based strategies and policies aimed at maximizing the potential of ICT tools to enhance teaching and learning outcomes in diverse educational settings.



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# Appendix

# APPENDIX

## Teachers' Questionnaire

### Section One: Background Information (Q1 – Q3)

**Question one: What is your gender?**

- Male
- Female

**Question 02: How many years of teaching experience do you have?**

- 0-5 years
- 6-10 years
- 11-15 years

**Question 03: What is your highest level of education?**

- Bachelor's Degree
- Master's Degree
- Doctorate

### Section 2: ICT Usage

#### Section 2: ICT Usage (Q4-Q6)

**Question 04: Do you use ICTs in your EFL classes?**

- Yes
- No

**Question 05: If yes, how often do you use ICT tools in your teaching?**

- Always
- Usually
- Sometimes

**Question 06: Which ICT tools do you use most frequently in your classroom? (Select all that apply)**

- Data Projector
- Computers

- Interactive Whiteboards
- Educational Software
- Online Resources

**Section Three: Teachers' Perceptions and Attitudes towards Using the ICTs in EFL Classroom. (Q7-Q18)**

**Question 07: Do you think your classroom is equipped with enough ICT devices?**

- Yes
- No

**Question 08: Do you agree with the following?**

**Using ICT tools such as Data Projector presentations enhances student engagement in my classroom.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**Question 09: Do agree with this statement?**

**Educational apps like Dorouscom make review sessions more interactive and effective.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**Question 10: From your observation of your students ICTs' integration into classrooms makes learning more enjoyable and effective?**

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

**Question 11: In your experience, how does the use of ICT tools affect students' motivation to learn English?**

1. Significantly increases motivation
2. Somewhat increases motivation
3. No effect on motivation
4. Somewhat decreases motivation
5. Significantly decreases motivation

**Question 12: How do students generally respond to English lessons that incorporate ICT tools?**

6. Much more engaged
7. More engaged
8. No difference
9. Less engaged
10. Much less engaged

**Question 13: Have you noticed an improvement in students' English language skills (listening, speaking, reading, and writing) due to the use of ICT tools?**

1. Significant improvement
2. Some improvement
3. No noticeable improvement
4. Some decline
5. Significant decline

**Question 14: Does integration of ICT tools into classrooms enhance learners' vocabulary?**

- Yes
- No

**Question 15: What challenges do you face in integrating ICT tools in your teaching? (Select all that apply)**

- Lack of resources
- Insufficient training
- Time constraints
- Technical issues

- All of above

**Question 16: Have you received any training on how to integrate ICT in your teaching?**

- 1. Yes
- 2. No

**Question 17: Would you like to receive more training on using ICT in teaching?**

- Yes
- No

**Question 18: Do you enjoy teaching English using ICT tools?**

- a. Yes
- b. No

## **Students' Questionnaire**

### **Section 1: Demographics**

**Question 01. What is your gender?**

- Male
- Female

### **Section 2: ICT Usage and Perception**

**Question 2: Do you use technological devices in your English classes?**

- Yes
- No

**Question 3: How often do you use these devices in English class?**

- Every class
- Sometimes
- Rarely
- Never

**Question 4: Do you use electronic devices to learn English outside of school?**

- Yes
- No

**Question 5: How often do you use electronic devices to learn English outside of school?**

- Every day
- A few times a week
- Once a week

- Rarely
- Never

**Question 5: Do you find using technological devices helpful in learning English?**

- Yes
- No

**Question 6: Do you find English class more interesting when using technological devices?**

- Yes
- No

**Question 7: Do you enjoy using technological devices such as computers or tablets in English class?**

- Yes
- No

**Question 8: Do you feel more confident in English when using data projector, computers, tablets, or other devices?**

- Yes
- No

**Question 9: Do you think using ICTs helps you remember English words better?**

- Yes
- No

**Question 10: How much do you enjoy using technology (like tablets, computers, or educational apps) in your classes?**

- Very Much
- Somewhat
- Neutral
- Not Much
- Not At All

**Question 11: How does the integration of technological devices in your English classes impact your motivation to learn?**

- Significantly increases motivation
- Somewhat increases motivation
- No effect on motivation
- Somewhat decreases motivation
- Significantly decreases motivation

**Question 12: how do ICTs affect your language proficiency?**

- Positively
- Negatively

**المخلص:**

تبحث هذه الدراسة في مدى إدراك وتوجهات المعلمين والطلاب على سواء لدمج تقنيات المعلومات والاتصالات في تدريس اللغة الإنجليزية كلغة أجنبية في إحدى المتوسطات في برج بوعريريج. أصبحت تقنيات المعلومات والاتصال جزءاً أساسياً من الممارسات التعليمية الحديثة، خاصة في سياقات تعلم اللغات. كما تبحث الدراسة في كيفية تأثير هذه الإدراكات على ممارسات التدريس ونتائج التعلم، مع التركيز على التحديات التي تواجهها والفوائد المحتملة المرصودة. باستخدام منهج الأساليب المختلطة والتي تشمل الاستبانات والمقابلات، كما تقدم الدراسة تحليلاً شاملاً لاستخدام تقنيات المعلومات والاتصال في تعليم اللغة الإنجليزية كلغة أجنبية، بهدف تعزيز الفهم وتوجيه التنفيذ الاستراتيجي في بيئات تعليمية مشابهة.