



The Role of Information and Communications Technology (ICT) in Developing English Language Teaching from Teacher's Perspective

Dr. Khaled Mofawiz Alfawaz¹, Dr. Ezzelden Ibrahim Mohammed Ibrahim²

¹King Abdul-Aziz University, Jeddah KSA, kalfawaz@kau.edu.sa

²King Abdul-Aziz University, Jeddah KSA, Sudan University of Science and Technology, Khartoum, Sudan
eiibrahim@sust.edu

ABSTRACT

The purpose of this study is to investigate the role of information and communication technology (ICT) in developing English language teaching (ELT) and to examine teachers' perceptions on how teaching and learning processes can be improved through the use of ICT, and how technology can enhanced teaching practices in the classrooms and ; what are the barriers that hinder their success using of these instructional technology in their teaching process and to assess their level of readiness towards the technology, A descriptive research methodology was applied in this study.

A questionnaire and interview techniques were used to collect the data from 100 English language teachers from Saudi universities who were carefully chosen; statistical package for social sciences (SPSS) was used to analyze the questionnaire data, while interviewee data were thematically analyzed to obtain the results. The analysis of the data revealed that ICT plays important roles in teaching process and provides the following benefits: valuable teaching resources, as tools for teaching purposes, reduces teaching anxiety, help in follow-up their student activities, help in classes' management and reduces time and efforts. Moreover, participants expressed their interest and willingness to use ICT in their teaching process and they revealed that they possess sufficient ICT skills to confidently carry out ICT integrated activities in their classes. However, the large number of students in the classroom and lack of ICT related training and workshops were the most important obstacles that hinder teachers from integrating ICT in their teaching practices.

Keywords: Information and Communications Technology (ICT), Integration, Challenges, Barriers

1. INTRODUCTION

The coincident impact of technological innovation, the spread of English and technological development have changed our learning and teaching English in an unprecedented way. As a result, both English and ICT have become essential literacy skills for a growing

central forces in tapping the learning opportunities created by ICT" [11].

number of non-native speakers of English to ensure full participation in the information society. English Language Teaching (ELT) is an area that has changed over the years, moving from very teacher centered approaches to learner-centered ones [16]. More recently, the use of technology as a tool to develop the different language skills has received great attention [13], so that ELT teachers are frequently exposed to new practices.

Today, Information and communication technologies have entered every aspect of our lives, so that radical changes should take places to cope with these changes particular in, education, market and communications.

The unique advances in the field of ICT have impacted the field of education more than any other field. "Rapid advances in Information and Communication Technology have created unprecedented opportunities in the field of education and have had a profound effect on the way teachers teach and how learners learn. Mastering ICT skills and utilizing ICT towards creating an improved teaching and learning environment is of utmost importance to teachers in creating a new learning culture" [12].

With the speed at which technology is changing the world, it is impossible to imagine education in the year 2020 not being immersed in technology. As the new millennium unfolds itself, most people are by now aware that we are in the midst of one of the most dramatic technological revolutions in history that is changing everything, the way in which we work, communicate, transact business, spend our leisure time and what not. The technological revolution centers on computer, information, communication and multimedia technologies, is often interpreted as the beginnings of a knowledge or information society, and therefore ascribes education a central role in every aspect of life. This great transformation poses tremendous challenges to educators to rethink their basic tenets, to deploy the media in creative and productive ways, and to restructure education to respond constructively and progressively to the technological and social changes that we are now experiencing, as "teachers are the

2. STATEMENT OF THE PROBLEM

In spite of the fact that ICTs are being used for education purposes for the past decades, their usage still does not suffice and are not well utilized by many English teachers in some universities particular in Saudi universities , therefore, the researchers were interested to investigate this issue from English language teachers' perspectives.

The questions today is no longer but rather ' what are roles do ICT play in developing English language teaching practices and Are the English language teachers ready for the new educational era, for further self education and for putting more effort and time in their preparations so that, they can offer more exciting lessons and more importantly, and utilizing the ICT in their teaching process, in order to prepare and equip present generations for future challenges. This paper governed by the following question: what is the role of Information and Communication Technology (ICT) in English Language Teaching (ELT) from English language teacher's perspective?

Research Matrix

Research Questions	Data collection instruments	
	Interview	Questionnaire
What are the roles do the ICT play in developing English language teaching?	√	√
Does the needed technology exist?	√	√
What are the barriers that obstruct English language teachers form utilizing the ICT in their teaching process?	√	√
Are English language Teachers ready to use ICT in their teaching process?	√	X

3. OBJECTIVES OF THE PAPER

1. To know the role of ICT in improving English language teaching.
2. To evaluate the current situation of English language classes concerning availability of needed technology.
3. To identify the problem that hinder English language teacher from using the ICT in their teaching process.
4. To identify the English language teachers readiness level to use the technology in their classes.

4. RESEARCH QUESTIONS

1. What are the roles do the ICT play in developing English language teaching?
2. To what extent does the needed technology exist?
3. What are the barriers that obstruct English language teachers form utilizing the ICT in their teaching process?
4. To what extent do English language Teachers ready to use ICT in their teaching process

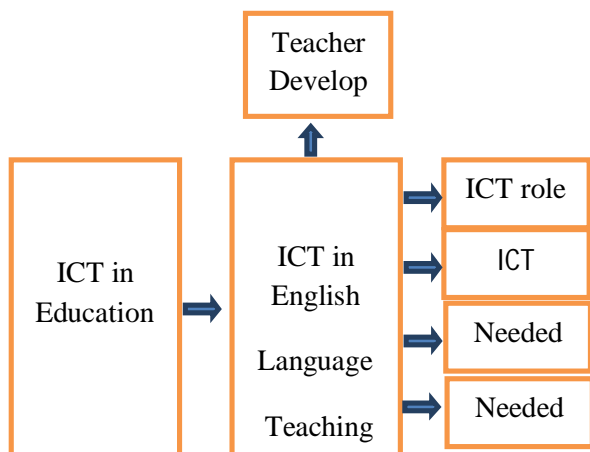
5. III. SIGNIFICANCE OF THE STUDY

This study offer six possible contributions to English language teaching (ELT): *Firstly*, improve teaching practice by introduction of ICT in English language field, through enlightening the police makers of the role of ICT and evaluating the current situation of the ELT teachers'

Secondly, it helps in spreading the awareness of ICT and its role in teaching among English language teacher. *Thirdly*, it help in identifying the practice which is necessary for effectively consider ICT as pedagogical resources. *Fourthly*, it offer guideline to teachers to realize the importance of introducing ICT in their teaching *fifthly*, it provide better understanding of policymakers on the university English language teacher's situation in order to build coherent strategic plans to implement e-learning and improve the teaching environment that suit the new technology and its demands. *Sextily*, to present the possibilities and challenges offered by the Information and Communication Technologies for the English as a Foreign Language teach

6. LITERATURE REVIEW

The theoretical framework of the present study to some extent is based on the researchers own model. The model was specifically designed to explain the role of technology in developing English language teaching from teachers' perspectives.



7. THE BENEFITS OF ICTs IN EDUCATION

In [20] description, ICTs have transformed the way people work today and are now changing education systems. As a result, if schools train children in today's skills and technologies they may not be real and satisfy tomorrow's world.

The uses of ICT is making major differences in the learning of students and teaching approaches. Schools in the Western World invested a lot for ICT infrastructures over the last 20 years, and students use computers more often and for a much larger range of applications [19]

ICTs are a potentially powerful instrument for spreading educational opportunities, both formal and non-formal, to previously underserved constituencies—distributed and rural populations, groups traditionally excepted from education due to cultural or social causes such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of price or because of time restrictions are incapable to enroll on university grounds.

There is a shared belief that ICTs have important contributions to changes in teaching practices, university change and innovations, and community services. Therefore, decision makers and university leaders should think in terms of input factors that can be joined together to perceive the precise impact of ICT in education. Matching the introduction of computers

with national policies and programs related to changes in curriculum, pedagogy, assessment, and teacher training is more likely to result in greater learning of students, more teachers involvements other out comes [9].

- Anytime, anywhere. One defining feature of ICTs is their ability to transcend time and space.

ICTs make possible asynchronous learning, or learning characterized by a time lag between the delivery of instruction and its reception by learners. Online course materials, for example, may be accessed 24 hours a day, 7 days a week. ICT-based educational delivery (e.g., educational programming broadcast over radio or television) also dispenses with the need for all learners and the instructor to be in one physical location. Additionally, certain types of ICTs, such as teleconferencing technologies, enable instruction to be received simultaneously by multiple, geographically dispersed learners (i.e., synchronous learning).

- Access to remote learning resources. Teachers and learners no longer have to rely solely on printed books and other materials in physical media housed in libraries (and available in limited quantities) for their educational requirements. With the Internet and the World Wide Web, a treasure of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at any time of the day and by an unlimited number of people. This is particularly significant for much college in developing countries, and even some in developed countries, that have limited and outdated library resources. ICTs also facilitate access to resource persons—mentors, experts, researchers, professionals, business leaders, and peers—all over the world.

One of the most commonly mentioned reasons for using ICTs in the classroom has been to better prepare the current generation of students for a workplace where ICTs, particularly computers, the Internet and related technologies, are becoming more and more ubiquitous. Technological literacy, or the ability to use ICTs effectively and efficiently, is thus seen as representing a competitive edge in an increasingly globalizing job market. Technological literacy, however, are not the only skill well-paying jobs in the new global economy will require?

In other words, the integration of ICT in the field of language teaching learning is unavoidable known that the ICT and language learning are two parts which support each other like two sides of the coin inseparable Hartoyo, (2010). Fortunately, the

use of Computer Assisted-Learning language has increased noticeably by English teachers. Consideration of Computer Assisted Language Learning (CALL) is using computer. This tool is flexible, rich and interactive. It is flexible in the term of time and place. It has also assumed that more than other media can encourage students in learning language. This is due to the computer's ability to present material in more diverse ways than either book or video does. In addition, CALL is able to generate interaction and improve communicative competence, including providing authentic material to the class or self – learning. The method focuses in ICT utilization to enhance language learning.

8. ICTS AND QUALITY OF EDUCATION

states the potentials of ICT as follows: ICTs greatly facilitate the acquisition and absorption of knowledge, providing unprecedented opportunities to improve educational systems, improve policy formulation and execution, and ICTs can widen the range of opportunities and open access to knowledge in ways unimaginable not long ago. also mentioned that, improving the quality of education and training is a critical issue, particularly at a time of educational expansion. ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment.

Motivating to learn, ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful, moving images can be used to provide challenging and reliable content that will engage the student in the learning process. Interactive radio likewise makes use of sound effects, songs, dramatizations, comic skits, and other performance conventions to compel the students to listen and become involved in the lessons being delivered. More so than any other type of ICT, networked computers with Internet connectivity can increase learner motivation as it combines the media richness and interactivity of other ICTs with the opportunity to connect with real people and to participate in real world events and facilitating the acquisition of basic skills. The transmission of basic skills and concepts that are the foundation of higher order thinking skills and creativity can be facilitated by ICTs through drill and practice. Educational television programs such as Sesame Street use repetition and reinforcement to teach the alphabet, numbers, colors, shapes and other basic concepts. Most of the early uses of computers

were for computer-based learning (also called computer-assisted instruction) that focused on mastery of skills and content through repetition and reinforcement.

ICTs have also been used to improve access to and the quality of teacher training. Furthermore, the use of ICTs in education also shifts the learning approaches. As mentioned by [19], there is a common belief that the use of ICTs in education contributes to a more constructivist learning and an increase in activity and greater responsibility of students. This limits the role of the teacher to supporting, advising, and coaching students rather than merely transmitting knowledge. The gradual progress in using computers changes from learning about computers, to learning computers, and finally to learning with computers [19].

9. ICT ROLE IN LANGUAGE LEARNING AND TEACHING

According to ,the innovative growth and fast spread of the ICTs have caused in ten vital shifts in our daily lives associated to computer-assisted language learning: a move (a) from phone-based to wireless communication, (b) from dial-up Internet connections to permanent, direct online connections, (c) from the use of mainly personal computers to the use of portable computing and online devices (e.g., laptops, personal digital assistants and cell phones), (d) from narrowband to broadband, (e) from expensive personal computing systems to widely affordable computers and other hardware, (f) from seeing the Internet as an exclusive form of communication and information to viewing it as a figure form of communication accessible to the world, (g) from text-based information and communication to audiovisual forms of information and communication, (h) from use of English as the main online language to multilingual Internet use, (i) from non-native to native users of information technology (e.g., children growing up with digital media and having native-like fluency in online communication), and (j) from the language laboratory to the classroom as a result of making computers and wireless access available almost everywhere. These shifts have brought about new contexts, new literacies, new genres, new 41 identities, and new pedagogies in the field of TESOL .That is to say, recent technological revolution permits both language learners and teachers to have “multi-tasking experiences, involving in its fullest form four modes- listening, speaking, reading and writing” [3].

Learners of English as a foreign language have had

unparalleled opportunities to practice English and engage with authentic real-world contexts of language use by making the most of new emerging technologies .

Information and communication technology (ICT) is virtually help in all areas of teaching and learning. In the field of language learning, there is now so much emphasis on on-line learning, which has been seen as the great liberator by freeing both teachers and students to accomplish learning in new and exciting ways by sourcing information from the Internet [17]. Prospects of ICT in language learning can be summarized as expanding access to language programs, improving the quality of learning, providing access to current materials and offering learners an avalanche of materials in different modes.

10. ICTS AND THE ENGLISH CLASSROOM

The use of ICT in the English classroom extends beyond its motivational value to address key outcomes of the syllabus, and allow students to become competent users as well as consumers in English.

What barriers obstruct the use of ICT in teaching?

ICT integration in education should parallel with teachers professional development. The university president plays a key role in the integration of ICT in education. Lack of an administrative support represents a big challenge for implementing technology in classes. Added to that, [6] discovered seven barriers affected the integration of ICT into lessons: lack of confidence among teachers during integration, lack of access resources, lack of time for the integration, lack of effective training facing technical problems in use, lack of personal access

As noted in [1]the key barriers in using ICT are: “

- Lack of access to appropriate ICT equipment.
- Lack of time for training, exploration and preparation.
- Lack of models of good practice in ICT.
- Negative attitudes towards computers in education.
- Computer anxiety and a lack of confidence.

A according to [4] there are four possible explanations:

1. Information and Communication Technology (ICT) is seen as incompatible

during lesson preparation, age of the teachers, and teaching experiences.

[6] and [7] determined that lack of technical support was a barrier to the successful integration of ICT in teaching. Lack of technical support discourages teachers from adopting and integrating technology in classrooms [8].

Becta (2004) also agreed that lack of technical support available in classes and technical maintenance is the main problem in integrating ICT in classrooms. Thus, there are still several factors hindering the integration of ICT into lessons. [5] also stated that lack of policy framework, inadequate infrastructure and high cost, and inadequate in-service training on ICT integration in education. Knezek and Christensen (2002) stated that teachers' competence with computer technology is a key factor of effective use of ICT in teaching. So, the teachers who do not have ICT competence could not integrate the ICT tools in their teaching

According to [1] a ‘barrier’ is defined as any factor that prevents or restricts the teacher’s use of ICT in the classroom.

To increase and improve the use of ICT in the classroom, a range of obstacles that prevent teachers from using ICT effectively, need to be overcome. In this study I am going to identify these barriers and examine their causes and effects and how teachers overcome them. Identification of the teacher’s barriers is the first step to remove them [4]. reports on an international survey of teachers’ perceived obstacles in using ICT and identify three major factors: lack of resources, lack of knowledge and skills and pedagogical difficulties to integrate technology in instruction.

- Fear of change and a lack of personal change management skills.
- Unreliable equipment.
- Lack of technical, administrative and institutional support” (p.1)

According to the European “the main factors which prevent teachers from making full use of ICT can be broadly grouped into three categories:

Illustrates the three categories which prevent teachers from making full use of ICT European .

- with some teachers’ wider educational beliefs.
2. There may be immovable social obstacles to greater levels of take-up.

3. There may be powerful but removable obstacles in college to expansion of use.
4. The obstacles may be to do with the personal characteristics of some teachers.

Teacher-level factors	Lack of teacher ICT skills.
	Lack of teacher confidence.
	Lack of pedagogical teacher training.
	Lack of follow-up of new ICT skills;
	Lack of differentiated training program
college-level factors	Absence of ICT infrastructure.
	Old or poorly maintained hardware.
	Lack of suitable educational software.
	Limited access to ICT.
	Limited project-related experience.
	Lack of ICT mainstreaming into college's strategy.
System-level factors	Rigid structure of traditional education systems.
	Traditional assessment.
	Restrictive curricula.
	Restricted organizational structure.

One means of shedding some light on the barriers and complexities that obstruct teachers from using ICT in their teaching is to recognize that teachers' involvement with ICT. It's undoubtedly influenced by the working contexts in which they find themselves. Innovation and adaptation are costly in terms of the time needed to develop and establish new practices. Moreover, the new interpersonal and pedagogic skills which teachers require to use ICT in their classrooms, other contextual factors which can act as barriers to using ICT include lack of confidence, experience, motivation, and training; access to resources and timetabled use of dedicated ICT classrooms; unreliability of equipment; classroom practices which clash with the culture of student exploration, collaboration, debate, and interactivity within which much technology-based activity is said to be situated [4].

School net Africa (2006) in more concretely impact studies has identified the major barriers preventing more successful integration of ICT and achieving higher impact. They can be grouped under teacher

level barriers (micro level), college level barriers (meso level) and system level barriers (macro level). On the micro level the lack of ICT skills of teachers and the updating of these skills is still a major barrier as it affects teachers' choice of a specific ICT much more than professional consideration. This, on the other hand influences the capacity of teachers to embrace new pedagogical practices with ICT. As mentioned beforehand there are other outside barriers that prevent teachers to embrace new technologies to the full extent.

On university level, ICT infrastructure and access to ICT represent a major issue. As often shown the availability of technology alone is not the only factor for successful integration of ICT, but its absence or poor quality due to insufficient maintenance is a crucial hindrance. Classrooms without sufficient ICT resources are clearly missing out on the extra educational opportunities ICT can offer. Other inherent barriers at university level are organizational set ups which are linked to leadership issues and a strategy for ICT. The latest evidence shows that ICT strategies, in order to be effective, need to be integrated into the overall vision of the university. Moreover, where headmasters have used ICT to develop the universities' values, teachers perceive a more positive impact of ICT. The evidence also proves the recurrent claim of reducing system level barriers mainly that of existing assessment and evaluation methods which do not take into account new competencies acquired by using ICT in learning. Teachers are under pressure in reaching the standard objectives and fear that university using ICT will be less performing than traditional universities to explain barriers to the uptake of ICT by teachers in details, the researcher is going to divide it into sub-sections for each of the barriers or groups of barriers we identified. Following the description of the barriers and the extent to which they are acknowledged by the literature, there is an analysis of the relationships which appear to exist between the barriers, which, it is hoped, will help us to understand further the reasons why some teachers find it difficult to integrate ICT into their work school net Africa (2006

11. METHODOLOGY

In this study, mixed methods were used to collect data from the selected participants. These methods assisted in building a base on a complete understanding of the research problem [2]. states that mixed methods of research are “those studies or lines of inquiry that integrate one or more qualitative and quantitative techniques for data collection and/or analysis.

Johnson have argued that the fundamental principle of mixed methods research is that multiple kinds of data should be collected with different strategies and methods in ways that reflect complementary strengths and non-overlapping weaknesses, allowing a mixed methods study to provide insights not possible when only qualitative or quantitative data are collected. Put another way, mixed methods research allows for the opportunity to compensate for inherent method weaknesses, capitalize on inherent method strengths, and offset inevitable method biases.

12. DISCUSSION AND FINDINGS

Data were collected using the following tools a questionnaire given to English language teachers and: interview with experts from the different universities. All teachers at the participating universities were asked to complete a questionnaire to collect data about their attitudes related to ICT in English language teaching process.

Question 1: what are roles do the ICT play in developing English Language Teaching?

Table (1) explain the different roles that the ICT play in developing English Language teaching from teacher perspectives

As indicated in table(1) the majority of the participant strongly agreed upon the following roles that ICT can play in developing their teaching process in classes such as; gaining valuable teaching resources, as tools for teaching purposes, reduces teaching anxiety, help in follow-up their student activities, help in classes management and reduces the time and effort , so the majority of the participants agreed that ICT played important role in developing their teaching process and this indicated that the sample have positive attitudes towards ICT in English language teaching.

Question 2: To what extent does the needed technology exist?

Table 2 explains the different responses concerning the availability of needed technology and its relation to role of ICT in developing English language teaching.

As indicated in Table (2) the majority of the English language teachers (research sample) agreed upon the positive statements such as: classes in my college are well equipped concerning ICT, classes in my college are connected concerning with internet service , a advanced equipment and tools available in my college in the use of ICT in teaching. But, they disagreed upon this statement; classes in my college are supported with adequate language software. Finally the researchers concluded that, there is strong relation between the availability of needed technology in college and the role of ICT in developing English language teaching as shown by this study.

Question 3: What are the barriers that obstruct English language teachers from utilizing the ICT in their teaching process?

Table 3 explains the different responses concerning the barriers that hindered the English language teacher (sample) from using ICT in their teaching.

As indicated in Table (3) the majority of the English language teachers (research sample) strongly agreed upon the following barriers that hinder them from using ICT in their classes such as; lack of technical support , lack of time of prepare resource, number of students in class and lack of ICT related training and workshops.

13. INTERVIEW ANALYSIS

Are English language Teachers ready to use ICT in their teaching process?

Generally, all participants expressed their interest and willingness to use ICT in their teaching process although; almost all of them expressed their dissatisfaction about the infrastructure facilities in their department to support ICT integrated activities?

Have you conducted ICT integrated lecture?

Most of participants referred to the positive effects of **ICT integrated lecture to the** students, and enriching teaching with activities that reflect teaching and learning styles, and making learning more student-centred. However, all of them shared the views that lack of workshops and training is barriers for them to conduct a good and professional lecture and what have done is tries and unprofessional one. This indicated positive attitudes of teachers and good level of readiness

Do you possess sufficient ICT skills to confidently carry out ICT integrated activities in class?

All participants pointed out that they processed a basic computer skills and professional computer and ICT related training is needed training should be in university hours and should focus on specific examples of how e-ICT can be used in teaching.

What obstacles do you face in carrying out ICT integrated teaching and learning activities?

All participants pointed out that they following are the most important barriers that faced them to use ICT in their teaching process such as: lack of technical supports, lack of teaching software, Lack of time of prepares resource, the large number of students in the class and absence of ICT related teacher training workshops.

14. FINDINGS

This section presents a summary of findings:

1. ICT played important role in developing English language teachers(sample of the study teaching process such as: such as; gaining valuable teaching resources, as tools for teaching purposes, reduces teaching anxiety, help in follow-up their student activities, help in classes management and reduces the time and efforts.
2. The needed technology exist for integrating ICT in language classes, such as : college are well equipped concerning ICT, classes are connected concerning with internet service , advanced equipment and tools available to implement ICT in teaching. Finally the researchers concluded that, there is strong relation between the availability of needed technology in college and the role of ICT in developing English language teaching as shown by this study.
3. There are many barriers that hinder them from using ICT in their classes such as: lack of technical support, Lack of teaching software, lack of time of prepares resource, the number of students in the classroom and lack of ICT related training and workshops.
4. English language Teachers are ready to use ICT in their teaching process

All participants expressed their interest and willingness to use ICT in their teaching process, and they revealed that they possess sufficient ICT skills

to confidently carry out ICT integrated activities in their classes.

CONCLUSION

This study has sought to investigate the role of ICT in English language teaching. In particular the study has shown that ICTs have vital role in English language teaching and become a strong agent for change in teaching practices and they are ready to integrate ICT in their teaching practice. However, it comes out with many barriers that hinder the teachers from implementing and integrating ICT in their classes.

REFERENCES

- [1] Becta, What the research says about barriers to the use of ICT in teaching Retrieved July 18,2007, from http://partners.becta.org.uk/uploaddir/downloads/page_documents/research/wtrs_barriersinteach.pdf f 2003.
- [2]Creswell, J.W.Qualitative inquiry and research design: choosing among five approaches 2nd (Ed). 2015Thousand Oaks: Sage Publications.
- [3]Crystal, D. The language revolution. Cambridge: Polity Press2004.
- [4]Dawes, L..What stops teachers using new technology? In M. Leask (ed.). Issues in Teaching Using ICT (London: Routledge), 61–79,2001
- [5]Hare, H. ICT in education in Tanzania', in G. Farrell, S. Isaacs & M. Trucano (ed.), Survey of ICT and Education in Africa: 53 Country Reports, DC: infoDev / World Bank,Washington, 2007.
- [6]Jones, C.A. Teach Support: Preparing teachers to use technology. Principal Leadership, vol. 1, no. 9, pp. 35-39. Jones, A. (2004). A Review of the Research Literature on Barriers to the Uptake of ICT by Teachers. UK: Becta. (2004).
- [7]Keong, C.C, Horani, S. and Daniel J. (2005). A Study on the Use of ICT in Mathematics Teaching. Malaysian Online Journal of Instructional Technology. 2(3), pp. 43-51.
- [8]Korte, W.B, & Husing, T. Benchmarking access and use of ICT in European schools 2006: Results from Head Teacher and A Classroom Teacher Surveys in 27 European countries. e-Learning Papers, 2(1), 1- 6, (2007).
- [9]Kozma, R.B.National policies that connect ICT-based education reform to economic and social development. An interdisciplinary journal of humans in ICT environment 1(2) 117-156, , (2005).
- [10]Kramsch, C., & Thorne, S. L. (2002). Foreign language learning as global communicative

- practice. In D. Block and D. Cameron. (Eds.). *Globalization and language teaching*. (pp. 83-100). London and New York: Routledge.
- [11]Majumdar ,(Ed) regional guidelines on teaching development for pedagogy-technology integration –Bangkok; UNESCO Asia and specific Regional Bureau for education2004.
- [12]Molly Lee. UNESCO implemented project on Training and Professional development of Teachers/ Facilitators in effective use of ICTs for improved teaching and learning.Thailand press(2005).
- [13]Melor Md Yunus . Malaysian ESL teachers' use of ICT in their classrooms: expectations and realities,2007
- [14] Mumtaz, S. (2000). Factors affecting teachers' use of information and communications technology: A review of the literature. *Journal of Information Technology for Teacher Education*, 9 (3), pp.319-341
<https://doi.org/10.1080/1475939000200096>
- [15]Newhouse, P. (1997). Precipitation from compute-saturated learning environment http://www.woodvale.wa.edu/acec95_papers/volume1/paper33.html.
- [16] Richards, J. CThe context of language teaching (Vol. XI). Cambridge: Cambridge University Press. Roblyer, M. D., and Edwards, J. (2000). *Integrating educational technology into teaching* (2nd ed.). Upper Saddle River, New Jersey: Prentice Hall. (1985).
- [17]Schrump, L. Technology as a tool to support Instruction. Retrieved January 15, 77 from http://www.educationworld.com/a_tech
- Scrimshaw, P. (ed.) .(1993) *Language, classrooms and Computers*. London: Routledge. pp. 57-74, 2000.
- [18]Taylor, R. P. (1984). *The computer in school: Tutor, tool, tutee*. New York: Teacher College Press.
- [19] Volman M. ,Variety of roles for a new type of teacher. *Educational technology and the teacher profession*. *Teacher and Teacher Education*, 21, 15-31, 2005
<https://doi.org/10.1016/j.tate.2004.11.003>
- [20]Watson, D.M. . *Pedagogy before Technology: Re-thinking the Relationship between ICT and Teaching*. *Education and Information Technologies*, 6, 4, 251-266, 2001.
<https://doi.org/10.1023/A:1012976702296>

Table (1) explain the different roles that the ICT play in developing English Language teaching from teacher perspectives

Phrases	Strongly agree	Agree	Not sure	Disagree	Strongly disagreed	Median	Indicators
	%	%	%	%	%	N	
The use of ICT helps me to gain valuable teaching resources	64	28	8	0	0	2	Agreed
Computer can sever as tools for teaching purposes	92	0	8	0	0	1	Strongly agreed
The use of ICT in teaching reduces teaching anxiety	48	40	12	0	0	2	Agreed
The use of ICT in teaching helps me managing my classes	68	28	4	0	0	1	Strongly agreed
Good web search skills can enhance my English teaching	88	8	4	0	0	1	Strongly agreed
Information derived from the Interment is reliable and may assist me in teaching	52	40	8	0	0	2	Agreed
The use of ICT helps to a greater extent in improving my teaching practices	80	0	20	0	0	1	Strongly Agreed
The use of (e-mail) helps to a greater extent in follow-up my students activities	52	48	0	0	0	1	Strongly Agreed
The use ICT in teaching reduces the time and effort	76	24	0	0	0	1	Strongly Agreed
ICT adds a new burden to me	0	0	0	16	84	4	Disagreed
The use of ICT does not help to complete the syllabus as scheduled	0	0	16	64	20	4	Disagreed
The use of ICT helps to consolidate the relationship between me and my student	88	12	0	0	0	1	Strongly Agreed
Teachers should change the traditional teaching method and adopt online materials as the main teaching tool	100	0	0	0	0	1	Strongly Agreed

Table explains the different responses concerning the availability of needed technology and its relation to role of ICT in developing English language teaching.

Phrases	Strongly agree	Agree	Unsure	Disagree	Strongly disagreed	Median	Indicators
	%	%	%	%	%	N	
Classes in my college are supported with adequate language software	0	80	12		8	2	agreed
Classes in my college are well equipped concerning ICT facilities	0	68	12		20	4	Agreed
Advanced equipments and tools available in my college in the use of ICT in teaching	0	100	0	0	0	1	Agreed
Classes in my college are connected concerning with internet service	0	100	0		0	2	Agreed
Classes in my college are supported with adequate language software	0	0	4	88	8	4	Strongly disagreed

Table 3 explains the different responses concerning the barriers that hindered the English language teacher (sample) from using ICT in their teaching.

Phrases	Strongly agree	Agree	Unsure	Disagree	Strongly disagreed	Median	Indicators
	%	%	%	%	%	N	
Lack of technical support hinders me to use ICT in my classes.	0	80	0	20	0	2	agreed
Lack of teaching software, hinders me from using ICT in my classes.	76	24	0	0	0	1	Strongly agreed
Lack of time of prepare resource hinders me from using ICT in my classes.	100	0	0	0	0	1	Strongly agreed
Colleagues' negative views about ICT hinder me from use ICT in my classes	0	0	0	15	85	1	Strongly dis agreed
Little access to ICT prevents me from using ICT in my classes	0	0	0	64	36	4	disagreed
Lack of ICT training and workshops prevents me from using ICT in my classes	80	8	12	0	0	1	Strongly agreed
The number of students in the classroom hinder the use of ICT in teaching	100	0	0	0	0	1	Strongly agreed