The Use of Information and Communication Technology in Teaching English as a Foreign Language in Libya: A Survey on High School Teachers in Sirte

(2010-2011)

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In Partial Fulfilment of the Requirements for the Degree of Master in Linguistics

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I hereby declare that this submission in my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang 21 June 2011

ABDELAZIEM ELHADI .M. ELGHAWARI

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INTISARI

Penggunaan teknologi informasi dan komunikasi memainkan peran yang sangat penting dalam meningkatkan pengajaran bahasa Inggris. Di Libya, bahasa Inggris dianggap sebagai bahasa asing dan dengan demikian tidak ada eksposur banyak penggunaan bahasa Inggris di kalangan mahasiswa. Jadi TIK dapat membantu belajar dan mengajar bahasa Inggris. Namun, tujuan utama dari penelitian ini adalah untuk menyelidiki tantangan yang dihadapi oleh guru dalam menggunakan ICT Libya dalam pengajaran bahasa Inggris sebagai suatu FL. Oleh karena itu, kuesioner adalah metode untuk mengumpulkan data dan survei deskriptif dilakukan antara 70 guru bahasa Inggris yang dipilih dari semua sekolah menengah di kampung peneliti (Sirte) untuk menentukan pengalaman mereka dan persepsi tentang penggunaan Informasi dan Teknologi Komunikasi dalam pengajaran bahasa Inggris. Temuan penelitian, yang disajikan dalam bentuk tabel frekuensi, menunjukkan bahwa hanya sekitar sepertiga dari responden telah menghadiri kursus komputer karena kesempatan terbatas. Pandangan yang beragam dicatat pada kegunaan dari program dihadiri. Para responden juga mengaku memiliki akses terbatas ke fasilitas komputer di sekolah mereka. Sebagian besar responden setuju tentang manfaat pentingnya, dan kegunaan dari teknologi komputer. Namun, temuan juga mengungkapkan tantangan yang dihadapi oleh responden dalam penggunaan ICT dalam pengajaran bahasa Inggris. Rekomendasi untuk mengatasi tantangan yang kemudian diajukan. Diharapkan bahwa temuan studi ini akan membantu untuk menumpahkan beberapa lampu pada cara untuk memaksimalkan penggunaan ICT dalam pengajaran bahasa Inggris di Libya di bawah kendala yang ada.

The Use of Information and Communication Technology in Teaching English as a Foreign Language in Libya: A Survey on High School Teachers in Sirte

ABSTRACT

The use of information and communication technology plays a very important role in enhancing the teaching of English language. In Libya, English language is considered as a foreign language and as such there is not much exposure to the use of English among the students. So the ICT can help the learning and teaching of the English language. However, the main purpose of this research is to investigate the challenges faced by Libyan teachers in using ICT in the teaching of English as a FL. Therefore, a questionnaire was the method to gather the data and a descriptive survey was carried out among 70 English language teachers who were chosen from all the secondary schools in the researcher's hometown (Sirte) to determine their experience in and perceptions on the use of Information and Communication Technology in the teaching of English language. The research findings, which are presented in the form of frequencies tables, showed that only about one third of the respondents had attended computer courses due to limited opportunities. Mixed views were recorded on the usefulness of the courses attended. The respondents also claimed to have limited access to the computer facilities at their schools. A large majority of the respondents agreed on the importance, benefits and usefulness of the computer technology. However, the findings also revealed the challenges faced by the respondents in the use of ICT in teaching English. Recommendations to overcome the challenges were subsequently put forward. It is hoped that the findings of the study will help to shed some lights on the ways to maximize the use of ICT in English language teaching in Libya under the existing constraints.

CHAPTER I

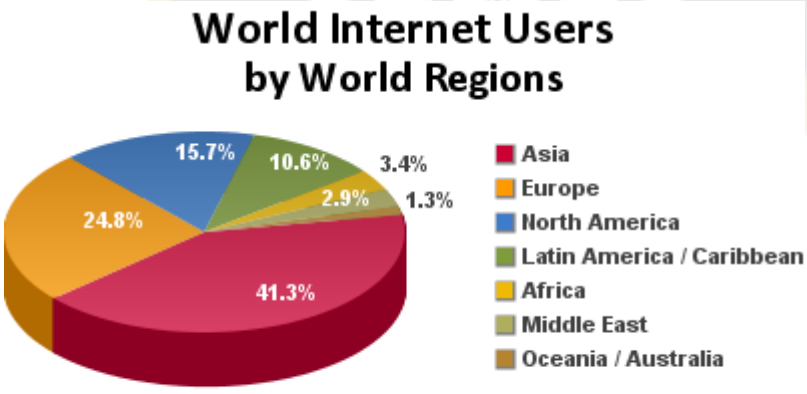
INTRODUCTION

1.1 Background of the Study

Many people are now aware of the recent changes in all aspects of life as a result of the invention of computers. In fact, computers have greatly affected education all over the world. According to Dennison (1997), technology is affecting education in two harmonious ways. It is changing the content and methods that teachers use to instruct and is, at the same time, changing the methods by which students learn. For some skeptical teachers, computer is seen as one more fad or novelty that will eventually run its course and as such should not be taken seriously (White and Hubbard, 1988). However, in a research conducted by Becker in 1991, it was found that only a small minority of teachers and students are major computer users. As such, the future of technology in education continues to be uncertain because schools and universities have not yet fully integrated technology into the curriculum. But one thing is for certain, computers will occupy a prominent place in schools and universities. Just where that place will be and what obstacles are in store, or what might one institution, body or even government possibly encounter has yet to be determined.

The use of computers for internet purposes is not that encouraging in Libya in the late 90s but major progress was obtained with the Libyan's government intervention. According to a report which reported by the Arabic Network for

Human Rights Information, it is stated that in 1998, the number of Internet users in Libya did not exceed 100 people. By early 2001, after Internet service was extended to the public, the number reached 300,000. By mid-2003, the number was estimated to be 850,000. It is rapidly reaching one million users, an immense number considering that the population in Libya is about 6 million people. In addition, Long and Long (1996:228) estimated that the 'number of internet users around the world would have hit 180,000,000 by the year 2000 and the figure will increase dramatically even as the number of computer networks and hosts increases world-wide'. And the following figure which was adopted from the Internet World Stats website shows that 1,574,313,184 people were using the internet in 2008. They are ranked as illustrated in the following pie chart.



Source: Internet World Stats - www.internetworldstats.com/stats.htm
1,574,313,184 Internet users for December 31, 2008
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The arrival of computers and computer software in the language learning classroom has certainly added a whole new dimension to language teaching. The use of technology in language learning is essential in this cyber age as both

teachers and learners feel the need to be exposed to the latest methods and medias for teaching and learning a language. One of the strengths of the computer is its ability to restore and retrieve information; therefore, in the language classroom, the computer is made the "knower" for certain activities, complementing some of the teacher's roles. With the role of the computer as an additional resource in language learning and teaching, English language courses have incorporated Computer Assisted Language Learning (CALL) classes into their programmes (Chapelle, 1997 & 1998).

In these CALL classes; ESL or EFL teachers who are IT savvy can produce their own CALL materials but another alternative is to buy CALL materials off-the-shelf as there has been a sizable body of teaching materials for CALL in the market. Moreover, the use of interactive programmes further supports effective language learning. This is because the ability to interact with language learning communication elements via interactive multimedia allows language learners room to explore, discover, ponder, search, question, answer and receive feedback (Brett, 2004). In other words the learners have themselves become interactive learners.

The use of computers and information technology (IT) in the educational settings has been increasing since 1980's (Batley & Freudenstein, 1991). Nowadays, many teachers have started to incorporate the use of computers or IT into their teaching. Richard and Janice (1991) have observed that the use of these electronic tools in language learning can be viewed as new resources to help promote, enhance, and facilitate learning besides fostering high expectations of

more effective, motivating and innovative new learning experiences. The popularity of using computers in language learning and teaching is now spilling over into a big number of researches being conducted all over the world to recommend to educators more effective methodologies which can enhance the teaching and learning process.

As a result, scholars are increasingly promoting technology and telecommunications as important tools for teaching and learning as well as linking teachers to one another and the world (Clarken, 1993, Hoover, 1994, Anderson, and Nelson, 1994). Most of these researchers share the common opinion that such IT technology may bring about positive and encouraging changes to the teaching and learning of language. Another researcher, Loveless (1995) believes that bringing information technology into the classroom will 'provoke innovation and change due to the fact that it can present lessons in new and varied ways, offering active and experiential learning'.

Computer technology is regarded as another medium for enhancing learning, taking their place alongside more familiar instructional medium such as transparencies and overhead projectors, videotapes and players, films and projectors and so on. Therefore, it is highly likely that people involved both directly and indirectly with the educational enterprise are caught up in efforts to introduce and integrate computer technology into the curriculum of the nation's school. Companies are assigning software packages that are correlated to text books and include not only drill and practice components but often simulations and even tools such as word processors and data base. Such related materials

enable the teachers to select the appropriate medium at the proper time to enhance the achievement of the course objectives.

Edward (1997) informs English teachers regarding the exponential growth of the internet and the coming impact this will have on the profession of English teaching in the globalised age. He observes that English teachers need to get more involved with computers to improve their teaching skills. Consequently, teachers are no longer limited to the four walls of their classroom. The use of the internet has certainly revolutionized language learning in that the knowledge of the world is at the fingertips of the learners. For a start, the World Wide Web (WWW) has aroused a great deal of interest in many parts of the ESL, ELT, and TESL community (Edward, 1997).

There are numerous acronyms in computer related learning. For example, CALL (Computer-Assisted Language Learning), TELL (Technology-Enhanced Language Learning), CMC (Computer-Mediated Communication) are used to refer to the employment of technological devices and tools in pedagogical practices and the discussion existing about the use of each of them. However, to refer to employment of technological devices, the term ICT is used (Recibido, 2006). Thus, ICT could be defined as an umbrella term that covers any communication device or application, including radio, television, cellular phone, computer and network hardware and software, satellite systems as well as the various services and applications associated with them, such as videoconferencing and distance learning (Davies 2002, Sanz-Gil 2004, Godwin-Jones 2005, Ruiz-Madrid 2005, Oster et. al., 2006) cited from Recibido, 2006.

Lagga (2004:5) states that

> 'Libya is highly concerned with education and struggle for a better life, especially in the modern life that is imposed by the developments of the society of knowledge, communication and information. Therefore, most of nnb Libya's educational institutes are prepared to achieve this goal, to train the Libyan students to live actively and positively in the 21st century society, the society of globalization and knowledge. In addition, Libya is also concerned with the learning of English language via ICT.'

Information and communication technology (ICT) is a force that has changed many aspects of the way we live. If one was to compare such fields as medicine, tourism, travelling, business, law, banking, engineering and architecture, the impact of ICT across the past two or three decades has been enormous. The way these fields operate today is vastly different from the ways they were operated in the past. But when one looks at education, there seems to have been an uncanny lack of influence and far less change than other fields have experienced. A number of people have attempted to explore this lack of activity and influence (Soloway, 1996; Collis, 2002).

The use of ICT in education is not as smooth sailing as expected in lieu of the benefits mentioned above. There have been a number of factors impeding the wholesale uptake of ICT in education across all sectors. These include such factors as a lack of funding to support the purchase of the technology, a lack of training among established teaching practitioners, a lack of motivation and need among teachers to adopt ICT as teaching tools (Starr, 2001). But in recent times, other factors have emerged which have strengthened and encouraged moves to adopt ICT into classrooms and learning settings. These include a growing need to

explore efficiencies in terms of program delivery such as the opportunities for flexible delivery provided by ICT (Oliver & Short,1997), the capacity of technology to provide support for customized educational programs to meet the needs of individual learners (Kennedy & McNaught, 1997), and the growing use of the Internet and WWW as tools for information access and communication (Oliver & Towers,1999).

As we move into the 21st century, these factors and many others are bringing strong forces to bear on the adoption of ICT in education and contemporary trends suggest we will soon see large scale changes in the way education is planned and delivered as a consequence of the opportunities and affordances of ICT. This paper seeks to explore the likely changes we will see in teaching English as a foreign language in Libya as ICT acts as a powerful agent to change many of the educational practices to which we have become accustomed.

1.2 Libya in Brief

Libya is located in North Africa, bordering the Mediterranean Sea to the north where the majority of the population lives. Libya lies between Egypt to the east, Sudan to the southeast, Chad and Niger to the south, and Algeria and Tunisia to the west .With an area of almost 1.8 million square kilometers [700.000 sq miles], 90% of which is desert, Libya is the fourth largest country in Africa by areas and the 17th largest in the world. Tripoli is the capital of Libya, the population rate of Libya is 5.9 million and the religion is Islam (Hamdy, 2007).

As reported in a national report presented to the international conference on education, (2004) Libya boasts the highest literacy rate in the Arab world, and the UN's Human Development Index, which ranks standard of living, social security, healthcare and other factors for development, places Libya at the top of all African countries.

Libya intends to take a leadership role, especially in the areas of education, across the African continent through sponsorship of major initiatives and projects, including those in the neighboring countries of Chad, Niger, and Rwanda. One of the challenges to this reform process is to equip teachers with ICT knowledge (Hamdy, 2007).

1.2.1 The Education System in Libya

All Libyan students, from elementary school right up to university and post-graduate study (whether they are studying in the country or abroad), are provided with free education. In Libya, the schools are located throughout the whole country. Normally students will be placed in the schools adjacent to their homes.

There are five stages in the Educational System in Libya, namely kindergarten education, basic education, intermediate or secondary education, university education, and post-graduate studies.

In the first stage, that is the kindergarten education, children aged four to five years old will study until the age of six. After that, they will be promoted to basic education. Basic education consists of three parts; where the first part involves students from the age of 7 to 9 years; the second part involves those from the age

of 10 to 12 years; and the last part is for those at the age of 13 to 15 years. On completing their basic education, the students can move on to intermediate or secondary education at the age of 16 to either 18 or 19 years. The intermediate education spans a total of three to four years and it includes specialized secondary schools and technical and vocational. For those who achieved the necessary standards, they would be admitted into university education, and this includes universities, higher institutes and higher technical and vocational centers. Here, the study period lasts from 3 years for some higher technical institutes to 6 years for certain university faculties. After that, more capable graduates may proceed with their post-graduate studies. These include M.A. (Masters) degree, and Ph.D. (Doctorate) degree, and an advanced diploma in some of specialization areas.

1.2.2 The Status of English in Libyan Schools

The aim of this section is to shed some light on teaching English in Libyan schools. English is an important language in the world today, thus it is not surprising why it is regarded as the most common world language to act as a foreign language in most countries. English is a compulsory subject in Libyan schools. The teaching of English begins at the primary level, and continues into the fifth and sixth levels of the primary stage at the rate of three periods per week, where each period is forty-five minutes. Learning English continues in the Preparatory and Secondary stages with the same amount of time. This means learning English in Libya starts at the age of ten years for Libyan children. However, this has only started in the academic year 2006-2007. Prior to that, the teaching of English only commenced when the students reached the age of

thirteen. With a late start to learn English, good and qualified teachers are definitely required in such stages for teaching English. Because the syllabus is based on the communicative methodology, therefore, ICT can be effective in the teaching-learning process.

At the university level, English is taught in other departments as a subject, and it is also studied by the students who are majoring in English in the Department of English in the Faculties of Arts and Education in Libyan Universities.

1.2.3 The ICT Policy in Libya

According to Hamdy (2007:4),

> 'the national policy for ICT in education was launched in 2005 and is mainly managed by the Ministry of Education and the Ministry of Vocational Training with the participation and support of other parties such as the General Postal and Telecommunication Company and Libya Telecom and Technology. The policy in general aims at enabling access to the use of ICT through the provision of computers and the Internet. This is planned for the short term and there are some signs that the policy is being followed up and implemented. The door has been opened for public-private partnerships especially since the embargos against Libya have ended. There is a huge scope for co-operation between the government and the private sector, as Libya is still new to technology in terms of its ability to run large-scale ICT-related teaching programs. The government is determined to provide tools and ICT skills on a large scale to all sectors of the country. As such the UNDP is entrusted with the vital role of laying the groundwork for the ICT policy implementation.'

The above mentioned policy is still in its early stages. The rationale of the policy is to start by equipping the educators with the necessary ICT skills, who

will, in turn, use the learned skills in their teaching or the ICT skills will be taught to the Libyan students. However, the main aim is to improve the quality of education through ICT. This can be achieved by adopting the latest techniques and methods in education, encouraging the scientific community to conduct their research within the Libyan community, encouraging the private sector to provide support by funding higher and specialist education, developing open and distance learning as well as continued education, and encouraging higher education (Hamdy, 2007). Given the increasing governmental and non-governmental support for learning ICT, it is most apt to inculcate the use of ICT in learning, especially in EFL learning.

1.2.4 Teachers and Computer Technology (ICT)

As computers are gradually being introduced into schools, teachers need to be prepared with the skills of using the ICT in all aspects. Teachers cannot be excluded from using the computers or the internet and other technology tools, as it has become a part of the new curriculum. Therefore, teachers have to equip themselves with computer literacy and the use of multimedia technology to enhance their teaching. Furthermore, some researchers (Johnassen, 2000, Teeler, 2000, Wilson, 2002) agreed that in order for technology to be a tool to promote engaged learning, the teachers need to be adequately equipped with sound pedagogy on how children learn language and how the language learning process is enhanced with the use of computers.

As teachers understand more about the technologies and how they support the language learning processes, they can potentially increase the effectiveness of their use of ICT. Here the common question among teachers is 'What should I learn?' In this regard, Warschauer (2002:254) proposed that:

> …teachers and learners should master the new electronic literacy which include computer literacy (comfort and fluency in keyboarding and computer use), information literacy (the ability to find and critically evaluate online information), multimedia literacy (the ability to produce and interpret complex documents comprising texts, images, and sounds), and computer-mediated communication literacy (knowledge of the pragmatics of individual and group online interaction.

Although teachers are equipped with knowledge and skills in using the computers, the success of the implementation of the new curriculum of computer technology (IT) in education depends greatly on the attitudes of the teachers and their willingness to embrace the technology. That being the case, teachers should possess not only computer technology (IT) knowledge and skills, but they must also have the right attitude towards technology. This is important because it was found that teacher's attitudes toward technology have a marked influence on their readiness to utilize technology in their teaching strategies (Office of Technology Assessment, 1988). Thus, with the right attitude, the availability of ICT equipments, the necessary skills and expertise; it can be said that the teachers are ready to take on the task of teaching global English.

1.3 The Statement of the Problem and Research Questions

Teaching English in Libyan schools with the use of ICT requires the teachers to be familiar to the use of ICT during their class. They are actually required to be

knowledgeable and skillful, especially in using computers and other technology tools. Therefore, teachers of English should know how to use the opportunities available, such as the internet in promoting and developing the teaching and learning of English. However, the main purpose of this research is as follow:

1. Investigate the challenges faced by Libyan teachers in using ICT in the teaching of English as a FL. And it is designed to find out the reasons behind these problems and to suggest some solutions for them.
2. Investigate the potential role of the ICT in enhancing the teaching and learning of English as a foreign language in Libya.
3. Discover the teachers' attitudes towards integrating ICT into the English language classroom.

With regard to the introduction of ICT into education in Libya in general and the teaching of English as a foreign language in Libya in particular, there are many questions the study try to answer. These questions need to be addressed with utmost urgency to ensure the continued success of EFL in Libya and to enhance the learning by using ICT in general. Hence, this study attempts to answer the following questions.

1. Have the teachers attended any courses on the use of computer technology (ICT) in teaching?
2. Do the teachers have enough access to the computers at schools?
3. Do the teachers believe in that the use of ICT can enhance the teaching of EFL in Libya?

4. What are the challenges teachers faced in using the ICT in teaching EFL in Libya?

1.4 Objectives of the Study

In general, the present study attempts to identify the challenges faced by Libyan English teachers in using ICT and to determine whether there is any role for ICT in enhancing teaching and learning English in foreign language countries, especially in Libya. The specific objectives are:

1. To find out the Libyan English language teachers' experience in attending any courses in using ICT in teaching.
2. To determine whether the teachers have ample access to computer facilities in their schools.
3. To find out teachers' attitude towards ICT in enhancing the teaching of English as a foreign language (EFL) in the classroom.
4. To seek out the challenges faced by English language teachers in the use of ICT in teaching EFL in Libya.

1.5 The Significance of the Study

According to Balajthy (1986), Howie (1989), King et. al. (1991) and Robinson (1985), a growing body of research on the use of computer technology repeatedly highlights the beneficial effects brought by the use of the technology into the teaching of English language. Therefore, the teachers in Libya should bear the responsibility of making sure that the students are able to benefit from the technology in their learning of the English language. In an on-going effort in

preparing the teachers to meet the above challenge, it is crucial to first study their perceptions of the use of the ICT in their teaching. Thus, in this study efforts are being made to understand the teachers' readiness and awareness on the use of the ICT. The challenges faced by the teachers will also be examined.

It is hoped that the research findings may provide clear and helpful guidelines for the planners and personals in the Ministry of Education to organize appropriate and useful pre-service and in-service workshops, seminars and training courses for the teachers. The content areas and the emphasis of the above activities may be identified with greater ease based of the findings of the study. Besides, the Ministry of Education and school administration will be provided with greater insights into the challenges faced by the teachers and thus relevant measures can be taken to overcome them. Correspondingly, the findings may furnish the ministry on how to do in implementing and improving the ICT in schools.

The findings will also supplement the existing body of knowledge concerning the use of the ICT in the teaching of the English language, and provide information to help form a basis for subsequent research in other schools in Libya.

1.6 Limitation of the Study

The study involves all English language teachers who are teaching in secondary schools in the researcher's home town, Sirte, Libya due to the constraints of manpower, finance and time. Thus, the study is limited by the fact that the population consists of the English language teachers who are teaching in

all secondary school in the researcher's home town. Samples consist of all English language teachers who are teaching in English in the secondary schools in one city (Sirte). Therefore, the findings and conclusions of this research are limited in generalisability only on the secondary school in Sirte. This study intends to determine the challenges teachers faced in using ICT in their English language class and to find out the teachers' perceptions towards using ICT for teaching the English language. Also this research intends to identify whether the teachers have enough access to ICTs which can enhance teaching and learning EFL in Libya.

The study particularly investigates the effect of ICT among Libyan teachers. As such, this study cannot be generalized for all countries teaching English in the EFL context as each country concerned have their own educational, philosophy, objectives and aims which may differ from that in Libya.

1.7 Definition of Terms

ICT (information and communications technology – or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as internet, videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries. The term is somewhat more common outside of the United States. In this study the term ICT used to referee to use of the computer technology.

EFL – English as a Foreign Language: The term EFL has its fans and detractors in various countries. Most commonly, it is used to describe English language learning in countries where English is not an official first language. Yet is English truly foreign in countries where it is commonly used in business or the marketplace? Where it is the language of the school system? Some too see the controversy within the politics of power.

CALL – Computer Assisted Language Learning: The term CALL refers to language instruction that is aided through the use of technology. When used loosely, it means any language learning activity done on a computer. In this sense, student e-mail exchange in English would be a CALL activity. When the term is used more specifically, it refers more to using technology to provide more individualized practice on specific language points. Levy (1997), uses the tern CALLS in a very broad sense, in which, CALL is defined as "the general term to cover all roles of the computer in language learning" (p.81).

ESL – English as a Second Language: The term ESL is used frequently in the USA. If you maintain an EFL/ESL distinction, then ESL refers to English language learning in countries where English is the main and / or official language, and the student's own native language (first language) is not English. This term is problematic when we consider learners for whom English is their third or fourth language.

Short for computer-mediated communication, **CMC** refers to human communication via computers and includes many different forms of synchronous,

asynchronous or real-time interaction that humans have with each other using computers as tools to exchange text, images, audio and video. CMC includes e-mail, network communication, instant messaging, text messaging, hypertext, distance learning, Internet forums, use net newsgroups, bulletin boards, online shopping, distribution lists and videoconferencing Webopedia (2002).

IT (the branch of engineering that deals with the use of computers and telecommunications to retrieve and store and transmit information). Also can be defined as a technology associated with the storage, retrieval, manipulation, communication and production of data by electronic means. Downloaded from (WordNet, 2009).

WWW, web (computer network consisting of a collection of internet sites that offer texts, graphics, sounds, and animation resources through the hypertext transfer protocol) or it is a hypertext-based system for finding and accessing internet resources. Also WWW can be defined as a world-wide collection of internet resources that are accessible via a browser program such as Netscape or Internet Explorer etc.

1.8 Conclusion

This study intends to investigate and determine the reasons pertaining to how ICT can facilitate EFL learning and teaching in Libya. It also attempts to find out what is the teachers' perception on the use of ICT to teach EFL in Libya. Chapter 1 begins by discussing the use of ICT in teaching English and narrowing down to EFL teaching and learning in Libya. Then it focuses on the benefits of using ICT

in education and the perceptions of teachers towards the use of ICT in EFL context. This is followed by the background to the study, the objectives of the study and also the limitations of the study. Finally it ends with the definition of terms in the study. A review of the literature in the following chapter will reinforce this idea and show how ICT can enhance the teaching of English, especially in the EFL context

CHAPTER II

LITERATURE REVIEW

2.0 Introduction

The development in educational technology plays a major role in the teaching-learning process and its importance is growing together with the development in ICT. An outstanding development in modern education is the growth in the use of ICT for instruction. In addition, ICT provides a window of opportunity for educational institutions and other organizations to harness and use technology to complement and support the teaching and learning process. Many researchers and writers have dealt with ICT in the teaching and learning process (Ruiz & Madrid, 2005; Tan et.al., 2003; Collis, 2002; Starr, 2001, Laufer & Hill, 2000; Groot, 2000) . Therefore, this chapter reviews some studies about ICT and their use in the teaching-learning process.

2.1 ICT in Education

The use of ICT in education has started since the 1970s where a good number of studies focused on how ICT can be employed for use in education. In his study, Cable (1972) lists various ICT at the teacher's disposal and explains very simply their nature and employment. Cable (1972:13) writes that in education and training, improved efficiency can manifest itself in many ways, such as:

‘increasing the quality of learning, or the degree of mastery; decreasing the time taken for learners to desired goals; increasing the capacity of

teachers in terms of numbers of learners taught without reducing the quality of learning; and reducing costs, without affecting quality.'

Another study by Rowntree (1974) illustrates some importance of educational technology. This has brought about the assumption that educational technology is as wide as education itself. This is true since ICT in education is concerned with the design and evaluation of curricula and learning experiences and with the problems of implementing and renovating them.

Within the span of twenty years, the use of ICT has fundamentally changed the practices and procedures of nearly all forms of activities within business and governance. Within education, ICT has begun to have a presence but the impact has not been as extensive as in other fields. Education is a very socially oriented activity and quality, education has traditionally been associated with excellent teachers having high degrees of personal contact with learners. The use of ICT in education lends itself to more student-centered learning settings and often this creates some tensions for some teachers and students. Here, it can be pointed out that the major role of educational technology is to help improve the overall efficiency of the teaching-learning process.

Based on this role, there is a growing need to explore efficiencies in terms of program delivery, especially in the opportunities for flexible delivery provided by ICT (Oliver & Short, 1997); the capacity of technology to provide support for customized educational programs to meet the needs of individual learners (Kennedy & McNaught, 1997); and the growing use of the Internet and WWW as tools for information access and communication (Oliver & Towers, 1999). Here,

ICT is seen as a change in the delivery method in teaching and it is the means to enhance teaching and learning. Of late, teaching methodologies has also developed along with the development in ICT. Teachers, irrespective of whether they are excellent or mediocre teachers, must be provided with the notion that ICT is here to assist in their teaching and to a certain extent to enhance the effectiveness of their teaching. Apart from this, the same teachers must also be convinced with the advantages of using ICT in education and to develop a sufficient amount of confidence in using such informational technology in their teaching. In fact, they must be able to grasp the idea of ICT as the assistants at their disposal in their course of teaching.

In this regard, Percival & Ellington (1996) give a simple review of the main aspects of educational technology and explain how adopting an educational technology can help improve the effectiveness of the average teacher. They have reckoned that the use of ICT in education comes in two forms, namely for practicing teachers who want to learn something about the educational technology so they can use it in their work, or as a basic text for trainee teachers and students of education who are studying educational technology as part of their courses.

2.1.1 Advantages and Disadvantages of ICT in Education

Many researchers have proposed the advantages of using ICT in education. However, there are also drawbacks pertaining to the use of ICT in education, even though there are many strong factors supporting the use of ICT in education. For instance, there are a number of factors impeding the wholesale uptake of ICT in

education across all sectors. Computers can be very engaging and can exercise a strong "holding power" on children as well as adults. They really seem to thrill and mesmerize children. Since we do not yet understand the impact of this power, we need to monitor the amount of time a child spends before a computer.

If the software is not age-appropriate, children are likely to become frustrated and associate a computer with failure, and there is the danger of the failure to use the computer encroaching into their learning as well. Kids with access to software that is not age-appropriate may be exposed to such negative influences as violence, strong language, and over-stimulation from fast-action graphics. Frequent and prolonged computer sessions may pose physical health risks for children. The most frequently cited are visual strain, harmful effects of radiation, and posture and skeletal problems. In the case of normal usage and normal operating conditions, however, research has shown that computers' monitors are safe and do not compromise the health of our eyes and that computer's monitors emit little or no harmful radiation. What does seem to pose a hazard is the strain placed on a child's posture and skeletal structure if she/he consistently uses a computer set-up designed for an adult (Wikianswers, 2009).

Student interest and motivation are constantly changing in education. ICT can inspire students and teachers by making learning exciting and relevant. Perry (1984) states that students have found it very motivating to correspond through telecommunications with experts who would be inaccessible through other means. According to Hedlund et. al. (1986), Tolman et. al. (1991) and Barron et. al. (1982), research studies generally agree that students react positively to the

integration of technology. Summers (1990:91) establishes that the fact that students enjoy working with technology and therefore stay on tasks for longer periods of time could very well be a valuable, long-term benefit.

According to Barbe et. al. (1979), Carbo (1980) and Dunn et. al. (1978), research in learning styles indicates that some students learn better through specific modalities, such as audio, visual, or kin aesthetic. A student, maybe an audio learner can benefit most when instruction is delivered through sound and narration. Conversely, another student maybe a visual learner can benefit most when information is conveyed through pictures and text. Multimedia provides instruction through multiple sensory channels, allowing students with various learning styles to benefit.

Communication skills can be enhanced by utilizing technology in small groups and through the use of telecommunications. The use of networks is greatly expanding learning beyond the classroom walls. Learning through the network is expanding rapidly, especially among urban students. Cohen et. al. (1989) and Wright (1991) indicate that networks can affect learning indirectly by providing unique opportunities for students to practice, demonstrate and critique communication skill. Steinberg (1992) believes that computer-based telecommunications can be particularly beneficial for instruction that involves problem solving, decision making, and other critical thinking skills.

According to Bruder (1992), new technologies provide stimulating environments for students to be active in the learning process. Instead of reading

stories in the conventional book form, students can hear and see through the multimedia. A long-term research project sponsored by Apple computer revealed that active involvement on the part of students resulted in many positive effects. For example, the students had a higher degree of social awareness and self confidence. They were more independent and had more positive attitudes about learning and themselves. According to Apple Computers (1991), these students were able to experiment and solve problem with greater ease; besides, they saw themselves as collaborators and experts, and they had a positive orientation about the future.

Technology provides many opportunities for students to work co-operatively. Some multimedia programs, such as the software and videodisc programs provide environment and materials for small- group activities. According to Tan et.al. (1999), student-student collaboration can take place at four points during information technology based lesson, namely, prior to working with computers, while using computers, during a pause in computer use, and after using the computers. The program serves as a manager, organizational base, advisor, and evaluator of the group activities. Based on the research studied by Johnson et. al (1986), Mevarech et. al. (1987) and Schlechter (1990), teachers who have implemented co-operative learning with technology-supported activities endorse it, and research supports the use of group in interactions to increase instructional effectiveness and efficiency, as well as positive social interactions.

Poole (1997) states that technology can help students gain a greater understanding of different cultures. For example, telecommunications make it

possible to link students and teachers in national and international exchanges. This interface enables students from vastly different backgrounds to build cultural bridges by investigating common problems from different perspectives. Students in distant countries, such as the United States, Australia, Malaysia, Libya can communicate daily about lifestyle, politics, science and so on. Although it is possible for these students to exchange letter via regular mail service, the computer networks are generally more meaningful because the feedback is fast and the students can remain focused on the ideas, projects, and interchange.

According to Armstrong (1995), there are a variety of online services offering up-to-the-minute information about world politics, weather patterns, or earth quakes, to cite a few examples, for teachers and students. You will find up-to-the-minute information in online encyclopaedias, corporate and financial databases, and research databases on various topics, and collections of statistics, research and articles on almost any subject. Students can search topics from world-wide databases, libraries, and other services. They can also compare newspaper accounts of a current event from distinct viewpoints in different countries.

Armstrong (1995) points out that there are also numerous resources online to help teachers to teach. Lesson plan ideas, suggested classroom activities and projects from other teachers can be found. The teachers can also locate wonderful personal and professional resources online. No longer is a teacher isolated from the world as he/she struggles to succeed in a difficult field. Online services can help teachers meet the challenges of teaching in the midst of a new communication technology revolution. Not only are there many conferences set

up for teachers on a myriad of topics, but the number of teachers helping each other through shared information in group mail, project listings, and e-mail is growing rapidly. Several commercial online services have established special sections specifically for teachers to ask and answer questions to one another. Teachers can get ideas from each others from lesson plans or download lessons others have created. The resources available through telecommunications are almost limitless to help the teachers answer questions, solve problems, and get ideas and information or actively pursuing an understanding of the world and it is people. A great deal of technical help is available online as well. Educators can find answers to software and hardware problems through technical support offered by many services and companies. In other words, for every problems or drawbacks encountered in the course of teaching via ICT, the remedy or remedies can also be found via ICT, that is the problem can be highlighted or shared among educators alike who uses ICT on the net, and eventually a workable solution will be found among the experiences and among many educators around the globe.

Despite all the available help, in general, an ICT teacher tends to know more than a typical classroom teacher about the generic application being taught, and he or she tends to be more experienced in teaching by using ICT. Since the same teacher may be teaching all students at a particular grade level, or all students in a school, or all students in a teacher education cohort, this helps to ensure a common base of student knowledge about the applications being taught. However, the instruction given by an ICT teacher in a computer lab often is not closely related to the curriculum that students are currently studying in their regular

classroom. In fact, transfer of learning to the regular classroom and the subjects being studied there may be weak, or may not occur.

In addition, it often happens that the regular classroom teacher does not attend and participate in the instruction provided by the ICT teacher. Thus, the regular teacher does not know what his or her students are learning about ICT and does not gain in knowledge of how to teach this aspect of ICT (Morsund, 2007).

In the 21st century, these factors and many others are bringing strong forces to bear on the adoption of ICT in education and contemporary trends suggest we will soon see lots of important changes in the way education is planned and delivered as a consequence of the opportunities and affordances of ICT. In fact, positive changes will be seen in education as ICT acts as a powerful agent to change many of the educational practices to which we have become accustomed. In particular, we will note the impact both current and emerging information and communication technologies will be likely to have in coming years on what is learned, when and where learning will take place and how the learning will occur. The use of ICT in educational settings, by itself acts as a catalyst for change in this domain. ICT by their very nature are tools that encourage and support independent learning (Warschauer, 2001). Henceforth, students using ICT for learning purposes will become immersed in the process of learning as more and more students use computers as information sources and cognitive tools (Reeves & Jonassen, 1996), so the influence of the technology on supporting how students learn will continue to increase.

2.1.2 Integration of ICT in the English Language Classroom

The use of ICT in the classroom must be integrated into the learning to ensure effective learning. For the integration of technology in teaching and learning to be effective, teachers are required to know how learning occurs (Tan et.al., 2003). Based on the work of Roschelle, Pea, Hoadley, Gordin and Means (2000), it has been found that technology enhances the teaching and learning processes when pupils learn via active engagement and reciprocities actions based on the real-life situations.

Apart from knowing how learning occurs, teachers must also have a good knowledge of the pedagogy on how children learn language and also on how the learning can be enhanced with the use of ICT (Johnassen, 2000; Teeler, 2000; Wilson, 2002). With such knowledge, it is almost certain that the use of ICT will be an effective tool in enhancing the teaching and learning of the English language, especially EFL. That is, the proliferation of electronics aids will enable the teachers to choose from the best available solutions to suit their students learning needs.

As the use of ICT is not constrained to when teachers are teaching in class, therefore, students must have the initiative to use the ICT as their personal tool for learning too. Under such circumstances, the continued use of these tools should be thoroughly integrated throughout the curriculum after students have gained an initial functional level of expertise.

There tend to be two commonly used approaches to helping students learn to use tools. Here, the use of ICT can either be taught as a separate skill or directly

integrated into the learning process itself. In the first approach, instruction in the tool occurs in an ICT course or unit of instruction. For example, in an elementary school a "computer teacher" might present the instruction in a computer lab. The second approach is for the instruction to be presented as part of a non-ICT course, with the instruction being presented by the regular classroom teacher. The same approaches are often used in teacher education programs (Morisund, 2007).

Thus, according to Morisund (2007:12), a good approach in the situation described above consists of:

1. ‘The regular classroom teacher serves as an assistant in the computer lab as his or her students receive ICT instruction on generic applications.
2. The ICT teacher and the regular classroom teacher work together to plan the computer lab instruction so that it incorporates activities that are relevant to the current curriculum in the regular classroom.
3. The regular classroom teacher then immediately reinforces this integration of ICT into the regular classroom curriculum by class discussions and activities.’

Another approach is to have the ICT teacher come to the regular classroom and work together with the regular classroom teacher to present instruction about ICT generic applications instruction. Still another approach is to have the classroom teacher or an ICT teacher provide instruction to a very small number of "early adopters" of a tool in a particular classroom, and then have these students

provide one-on-one instruct to others in the class. It has been discovered that such peer instruction can be quite effective.

2.1.3 Factors to Consider Pertaining to the Use of ICT in the Language Classroom

There are many factors teachers must consider in deciding to use ICT in the language classroom. The wrong choice of ICT tools can be disastrous while the correct choices will most certainly enhance the students' learning. The task for the teacher will be much easier if there is a set of guidelines for the non-computer experts cum teachers to use in their classrooms which employ the use of ICT. In this aspect, Gu (2001) presented the following set of questions that teachers should ask themselves before they start to use IT in their language classroom.

> '**1. What** do I want to use? A CD-ROM? The www? E-mail? What is it good for?
>
> **2. Why** do I need to use the computer? Does the use of IT enhance student learning? Will it help me achieve my objectives of teaching? Does the software/website contradict my beliefs about language learning and teaching? Does it fit my curriculum objectives? Are there equally or even more effective and efficient ways of achieving the same teaching objectives? In other words, will there be "added value" in the use of IT?
>
> **3. Who** are my students? How many students do I have vis-à-vis the number of machines available? What do my students need most

in terms of language learning? What are the characteristics of my students? What are their preferred styles of learning? What makes them tick?

4. When should I use IT? Before class explorations, during class interactions, or after class homework? Do I want to use the colours and motions, sights and sounds of IT to achieve presentation impact? Do I want to use IT to help students practice and reinforce what they have learned? Or do I want to use IT to evaluate student performance?

5. Where do I conduct my IT-enhanced classes? In a computer lab where there is an abundance of computers; in a classroom where computers can be shared among small groups; or in the normal classroom where I bring my laptop and projector? What is the seating arrangement of my chosen classroom? Is it conducive to pair/group work? What patterns of classroom activities do I need?

6. How should I implement the integration of IT into my teaching? What pre-, during, and post-IT activities should I use? Do I have one copy of the chosen software? Do I have enough copies for every student? Or, indeed, do I want different software to be explored simultaneously? Do I want my students to surf the web or do I give them chosen sites? Do I want each student to complete a

worksheet individually, or do I want the students to collaboratively complete a given task?'

All the above WH-questions pertaining to the use of computers must strictly be used as guidance and not as the total command for the language teachers in their classes.

2.2 EFL in Arab Countries

According to Muhammad Raji (2003) and Al Khatib (2000), the Arab world needs English to communicate with the world and it needs English for development in its widest sense. Zeinab (2006) adds to this importance by remarking that fluency in English is significantly connected to higher social conditions as well as higher paying jobs in the Arab world. Teaching this language via EFL, for these purposes and in these circumstances necessitates some changes in approach, perception, methodology and curriculum at large. These changes stress the consolidation of the mother tongue teaching, stressing localizing the content and making it relevant to the learner, keeping the status of English in the Arab countries as a foreign language and making the best of what other countries proposed in their foreign language teaching policies.

Zeinab (2006) insists that very few researches on the implementation of ICT in classrooms in the Middle East are available. Similarly, there are few researches which have addressed the impact of teacher attitudes in the use of ICT in education in the Arab region. She (2006:22) emphasized that these lacks impedes

the ‘improvement of the English curricula and teaching practices that incorporate the modern tools of instructional technology’.

2.2.1 ICT and EFL

Successful communication learning is dependent on the student's desire to participate. Most teachers are familiar with students who complain about poor speaking and communication skills in an EFL setting. The same students, when asked to communicate, are often reluctant to do so or simply dare not use English in class. Beare (2009) is of the opinion that this lack of participation is often caused by the artificial nature of the classroom. Hence, when asked to communicate about various situations, the students should also be involved in the actual situation to eliminate any unnecessary or unfounded fear of using English in their classroom. Decision making, asking for advice, agreeing and disagreeing, and compromising with fellow students are all tasks that cry out for "authentic" settings. It is in these settings that CALL can be used to great advantage. By using the computer as a tool to create student projects, research information and provide context, teachers can employ the computer to help students become more involved in the task at hand, thereby facilitating the necessity of effective communication within a group setting.

Hence, computers should be used as a language learning tool - just as any other piece of equipment (i.e., tape recorder, VCR, blackboard, etc.). It is important the computer does not become the centre of attention of the lesson. There are situations when activities at the computer can become the centre of

attention, however these situations should be avoided and left to students to decide when, and if, they want to utilize such activities (Morsund, 2007).

Teachers must be careful so as not to be over dependent on the use of the computers, thinking the use is the ultimate solution for all teaching difficulties. For some tasks, computers can provide distinct advantages over more traditional approaches. For instance, the use of a computer for listening exercises often provides not only sound, but also visual input providing students with more contextual clues. Students interacting with a computer are also using motor skills as well, which can have a strong reinforcing effect on the learning process by connecting physical actions (clicking, typing) with desired results. Students are also allowed more control over their own learning process as they make the decisions when to repeat questions, exercises and sequences based on their own progress.

Probably the strongest argument for the use of the computer in the classroom environment is that of student self-pacing. That is students must be encouraged to work and learn at their own pace since not all students learn at the same pace. At the same time, proper and stringent coordination and guidance provided by the teacher or facilitator would certainly enhance the learning task at hand. Despite the obvious advantage, the use of computers in EFL learning must be controlled. Admittedly, the computer can be an overwhelming and imposing instrument to students and teachers. The complexity of the computer - not to mention the overwhelming choice of possibilities - can put students and teachers off as they lose time grappling with how to use the computer.

2.3 Theoretical and Conceptual Framework

2.3.0 Theoretical Framework

It is essential to look at theories that can actually be applied in technology. Even though technology is considered as something relatively new, still the ideas underpinning it are not actually new to teachers. This is because, each teaching or learning is guided by theories. In terms of education, theories contribute to a better understanding of the aims of education where it makes ideas of educational aims clearer. Two learning theories will be used as frameworks or guidelines in conducting this research. They are the Learning-Constructivism Theory and Thorndike's Law of Learning.

2.3.1 Learning – Constructivism and ICT in Education

The meaning of constructivism is often difficult to define precisely. Perkins (1992) and Von Glasersfeld (1992) share the opinion that there is no single definition of constructivism and the term is often not defined explicitly by the user of the term. However, there is a common element in the belief that knowledge is constructed out of personal sets of meanings or conceptual frameworks based on experiences encountered in relevant environments. It is evident that people interact with their environment and as a result develop conceptual frameworks to explain these interactions and assist in negotiating future interactions (Perkins, 1992). Perkins (1992), in contrast to the behaviorist theory, maintains that the learner learns actively by responding to stimuli in an interactive manner to make sense of what they are learning.

Constructivism has its roots in the psychology-based traditions going back to Dewey (1966), Bruner (1962; 1966), Piaget (1970) and Vygotsky (1978). However, more recently this is supported by biological science-based theory in neuroscience. There is a good discussion of this convergence of support for constructivism in the report by the Committee on Developments in the Science of Learning (2000). It has discussed how constructivism is growing in importance in education. Prior to this there have been many models of learning based on constructivism.

Pines and West (1986) developed their own "sources-of-knowledge" model of learning based on constructivism. In their model, they discriminate between two sources of knowledge for school children. Firstly, knowledge spontaneously acquired from interactions with the environment; and secondly, knowledge acquired formally through the intervention of school. Mapped onto the model of ICT in education, this model entails how children acquire ICT skills and subsequently learn language with the aid of the just acquired skills. This is in agreement with the four possible paradigms(congruent, conflict, formal-symbolic, and spontaneous) put forth by Pines and West (1986), which specify that learning is based largely on the relative strengths of the existing and imposed frameworks and the degree to which the frameworks are different. Here, the learners are believed to learn from their existing framework or available prior knowledge and then add or acquire more knowledge henceforth.

Constructivists often view learning as a process that requires major reforms of schooling, especially through the use of ICT in education (Clouse & Nelson,

2000). Some other constructivists argue that school reform may involve constructivist concepts such as the need for students to develop higher order thinking skills and the failure of current impact of ICT in education (Campione, Brown, & Jay, 1990; Loader & Nevile, 1991). In the extreme, the technologies of the information age are perceived to be an irresistible force on education (Mehlinger, 1996). Clearly then, both the knowledge frameworks of students (prior knowledge) and of the knowledge domains relevant to the learning activities must be considered in the integration of ICT into education.

In reality, many educators have agreed that the appropriate use of ICT by students can assist teachers in determining and catering to the prior knowledge of students and subsequently enable effective learning. Furthermore, it is usually also believed that ICT can assist students in engaging cognitively to a greater depth with knowledge domains (Newhouse, 1998). That is students are supported in employing the full range of thinking skills within authentic contexts. This is often discussed in terms of cognitive taxonomies such as that provided by Bloom (1964), where the learning progresses from the less difficult to a more difficult level.

2.3.2 Pedagogy and Constructivism

Due to the vagueness in the definition of constructivism, many teachers often hold on to their own understanding or model of constructivism-based learning. There is often the misguided belief among teachers that constructivism means that all learning can only be entirely by discovery and that the teacher and curriculum

materials are not important to the learner. In an effort to remedy the misconception, Perkins (1992:26) proposes two constructivist positions on teaching/learning paradigms as 'without the information given constructivism and beyond the information given constructivism'. It is advocated that a blend of both approaches is employed in the use of ICT in education. Drawing the middle line here will enable teachers to have a good grasp of using the effective constructivism model of learning in their classroom, especially when they use ICT in their teaching. DeCorte (1990:74) discusses this balance of approaches in the context of using computers in schools where he describes this as

> a powerful computer learning environment is characterized by a good balance between discovery learning and personal exploration on one hand, and systematic instruction and guidance on the other, always taking into account the individual differences in abilities, needs, and motivation between students.

Here, the teacher must be flexible enough to allow students to learn at their own suitable pace while maintaining a hold on the overall speed of learning for the class as a whole. Under such circumstances, the must function both as a facilitator and teacher for a class of students with a myriad of differences in their abilities, skills and knowledge about ICT and the target subject.

However, it is important for the teacher to not equate particular sets of teaching strategies with constructivism. This is because each teacher has her/his own preconceived notion of teaching strategies. One teacher may choose to employ certain strategies in a manner consistent with her constructivist notions, while another may employ quite different strategies in a manner that is equally consistent with his constructivist notions. In other words there is no single notion

to the use of teaching strategies based on the constructivists' perceptions. What is important here is that the educator who believes in constructivism should be concerned with personal conceptual frameworks, prior knowledge, students' understandings, the relationship of formal knowledge to spontaneous frameworks, and the attitude of the learner to formal knowledge (Osborne & Wittrock, 1985; von Glasersfeld, 1991).

On the far side, Vosniadou (1994) argues that a belief in constructivism will determine the type of computer software to be used in classrooms and the manner in which computer-use is integrated with the curriculum and implemented in the classroom. However, this may be a little overstated, as the fundamental focus for a constructivist starts with the individual student within the context of the environment in which that student is placed. Here the teacher should focus on the student rather than the instruction. This is typically referred to as student-centered learning and this should determine the role and tasks of the teacher. On the contrary, a learner-centered approach does not imply a particular set of strategies for a teacher and therefore does not imply a particular set of applications of ICT to the learning environment.

2.3.3 Thorndike's Law of Learning

2.3.3.1 Law of Learning

Thorndike postulates on the connectionism theory of learning during the late 1980s and early 1900s. In fact, connectionism was meant to be a general theory of learning for humans and animals. The learning theory of Thorndike

actually represents the original stimulus-response framework (R-S) of behavioral psychology. Clark (1999), with reference to this learning theory, decides that learning is the result of associations and connections forming between stimuli and response. He even stated that 'learning consists of a series of neural connections that are formed after given situations are faced, that is between the stimulus and the response' (Clark, 1999).

In other words, such associations or habit become strengthened or weakened by the nature and frequency of the S-R pairings. The paradigm for S-R theory was 'trial and error' learning whereby certain responses come to dominate others due to rewards. In terms of learning, this can be seen as the situation where the learner learns through many trials and errors while the presence of an extrinsic reward can help to motivate the learning concerned.

According to Wallace and Goldstein (1994), with reference to the classic example for learning, Thorndike conducted an experiment, by placing a hungry cat in a puzzle box, and places some food (a fish) just out of its reach, just outside the puzzle box. The cat was locked in the puzzle box and the cat must find ways to escape from the box in order to get the food. Thorndike then observed that the cat's attempt to escape in order to gain access to the food. After several trial and error attempts in the box, the cat went directly to the loop, pulled it and got out of the box immediately. Thorndike timed the cat's escape performance on each trial, and it was found that the time taken gradually decreased. In other words, the cat took less and less time to escape and this illustrated that the cat had learned how to escape and gain access to the food.

In the light of the above, it can be seen that after much trial and error behavior, the cat learns to associate pulling the loop (S) with opening the door(R). The cat performed a great deal of random behavior that eventually included the correct response. This S-R connection is established because it results in a satisfying state of affairs, which is followed by a reward (escape and food). The cat began to perform the behavior more frequently whenever it was placed into the puzzle box. It was as if the cat intended to stop performing responses that were followed by nothing and to continue to perform those that were followed by a reward.

Thorndike decided, on the basis of these experiments, that one important law of learning was “The Law of Effect” (Thorndike, 1970). He stated, “those which are accompanied or closely followed by satisfaction to the animal will, other things being equal, be more firmly connected with the situation, so that when it recurs, they will be more likely to react” (Thorndike, 1970:224). Thus, it can be seen that the animal did not merely realize what it had to do to escape, but the connection between the animal’s situation and the response that gradually freed him was stamped in.

In fact, Thorndike (1970) also stated that the probability of a response depends upon that response’s effect on the environment. He stated that the greater the satisfaction or discomfort, the greater the strengthening or weakening of the bond.

According to Thorndike (1970), certain stimuli and responses become connected or dissociated from each other based on Thorndike's Law of Effect. He claimed that when a particular stimulus response sequences are followed by pleasure, those responses tend to be 'stamped in', responses followed by a pain tend to be 'stamped out'. The final interpretation of a mental connection can work back upon it to strengthen it such as drilling.

By using trial and error experiments with animals, Thorndike formulated his first theories of learning. He believed that learning involved forming bonds between stimuli and responses. He even argued that adaptive changes in animal behavior are analogous to human learning. Therefore, he suggested that behavior associations or connections could be predicted by application of laws:

1) The Law of Effect
2) The Law of Exercise
3) The Law of Readiness

2.3.3.2 The Law of Effect

Thorndike's Law of Effect derives from the idea that pleasant prior occurrences encourage responses to be repeated, while unpleasant prior occurrences gradually discourage such responses to be repeated. In fact, he even stated that those behavioral responses that were closely followed by satisfactory results were more likely to become established patterns and to occur again in a response to the same stimulus. He called these pleasant events 'satisfiers' and unpleasant events 'annoyers'.

Besides, it is also crucial to note that this theory suggested a connection between the stimulus and response and not the response and the reward. Lefrancois, (2000) summaries the Law of Effect as responses just prior to satisfying states of affairs are more likely to be repeated while responses just prior to an annoying state of affairs are more likely not to be repeated. In short, the level of satisfaction derived from a response is directly proportional to the likelihood the response is repeated and therefore enables effective learning via the trial and error approach.

This law can be applied in a classroom situation that has been equipped with ICTs. For example, if students are not paying attention in the classroom because they are not capable of handling the use of the computers, they will distract the teacher and the teacher will not be able to teach effectively. In fact the teacher will become de-motivated and his or her effort to create interest among his students may fail. In addition, the teacher may react hostilely and as such introduce annoyers into the teaching, making the learning experience less conducive. Subsequently, with the less satisfying response, the students too lose concentration and together this exacerbates the deteriorating condition in the learning process in the class. Therefore, students will not gain any benefit from the lesson and their interest in ICT application will also diminish. In this case, there will be no satisfying state of affairs and the lesson will become a complete annoyance.

However, if the students realize that by being attentive and showing interest to the teacher's lesson in order to gain knowledge and skill in using the ICT, the

teacher will be motivated and able to teach effectively and this will make the lesson more interesting. To make such a situation a reality, the teacher must first ensure that the software used is compatible with the IT ability of the students while at the same time, the contents of the learning must be attractive to the students. Therefore, the students will be satisfied and they will eventually comprehend the lesson better, making the learning process more meaningful. Reciprocally, the teacher will also be equally motivated by the pleasant situation and will continue to provide satisfiers for the students. The positive outcome here would definitely be beneficial to both teachers and pupils.

2.3.3.3 The Law of Exercise

Based on the Law of Exercise, the strength of a connection is determined by how often the connection is used. In other words, the bonds between stimuli and responses are strengthened through frequent exercise, done frequently and vigorously. According to Douglas (1994), the more a stimulus-response connection was practiced, the stronger the bond would become; the less it was used, the weaker it would become. The connections strengthened only by rewarded practice and exercise. This is similar to Pavlov's conditioning theory, whereby with repeated practice or conditioning, the learner will improve with each practice.

In the ICT classroom setting, practicing or exercising in using the ICT offers students an opportunity to be competent in integrating the technology into their lessons. This is especially so when the exercise available on softcopy can be

practiced a countless number of times since the responses can be easily deleted and retyped as many times as desired by the students. Through frequent practicing, the students will establish certain patterns in using ICTs and will create a feeling of satisfaction upon achieving success in using the software. When the acquired stimulus-response is positive, it will actually increase the students' confidence in using the technology without fear. The more the exercises or trainings are given to the students; the better would be for the students to improve their competency in using the technology. As a result, their positive attitudes towards the technology will increase and learning would be enhanced.

2.3.3.4 The Law of Readiness

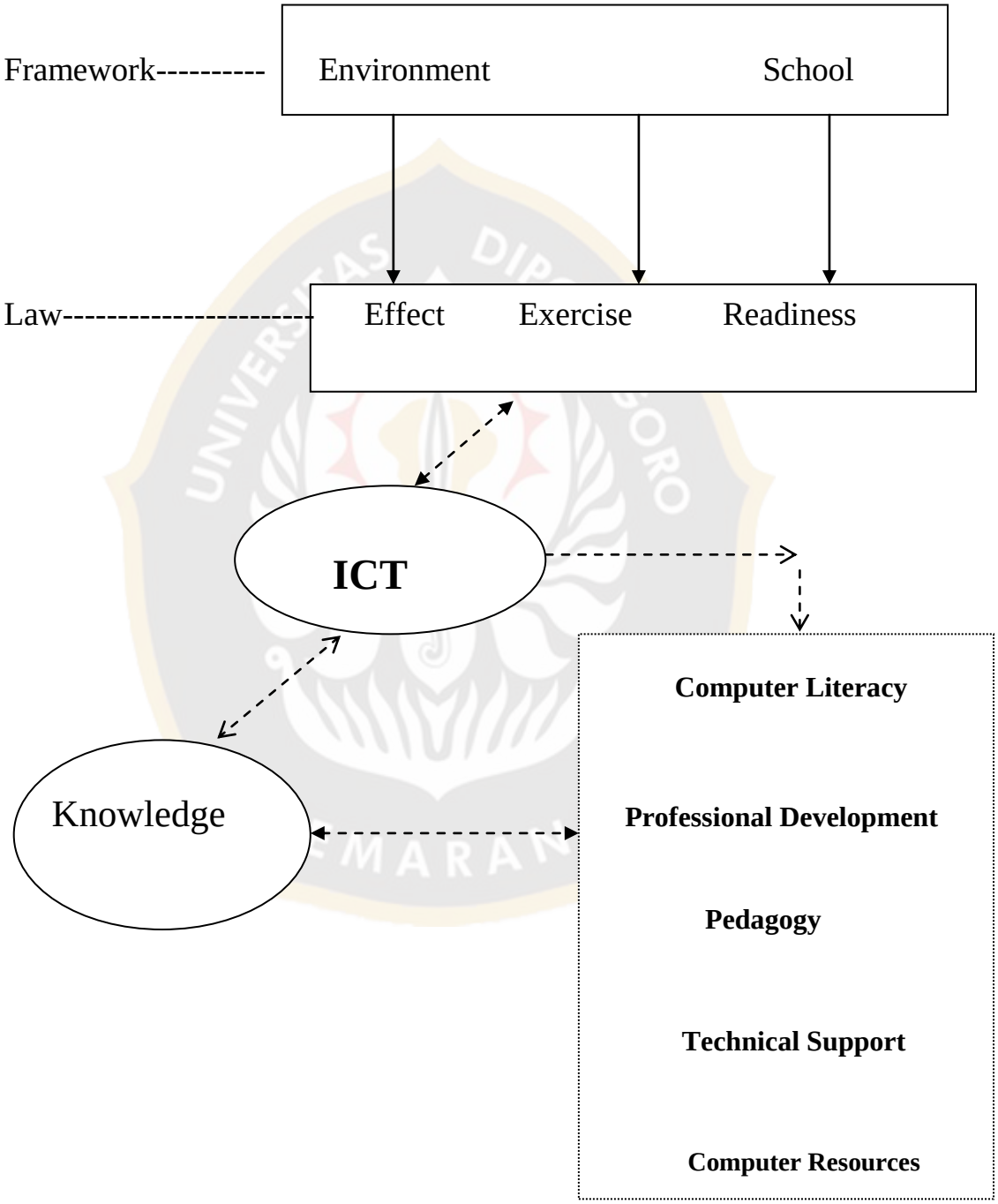
Thorndike stated that this law involves the state of an organism, or its motivation to learn. He also said that when an organism is ready to act, it is reinforcing for it to do so and annoying for it not to do so. Also, when an organism is not ready to act, reinforcing it to act will be annoying to it (Green, 1999). According to Green (1999), this law by itself was actually vague and much has been done to interpret the readiness to apply to the maturity level of the organism on the effects of the previous learning on the present learning. For example, in the classroom setting, a teacher gives out an exercise of using Microsoft Word to write a composition. If the students already have the background knowledge and skill to use the software, they will feel comfortable and have no problem in solving the exercise. On the contrary, the students without the necessary computer skills will be hampered by the lack of knowledge to use

MS Word and will probably be unable to use the computer to write any story at all.

From here it can be seen that it is always good for teacher to know the maturity and aptitude of the students before he or she begins teaching. This can be done by doing a pre-test or to browse through the academic profile of the students' achievement to understand the students' level of maturity. This is necessary because teachers may then be able to plan the lesson according to the level of readiness of the students.

Thorndike's theories of learning are very beneficial especially when the theories are applied in a classroom situation. In fact, the theories are very useful to teachers, whereby they will be able to implement and develop teaching techniques, such as integrating technology (ICTs) in teaching and learning, thus making the teaching and learning process more authentic and effective. With knowledge of the readiness of their students, the teachers can plan the lesson to provide a pleasant satisfier which can be achievable while ensuring the students are allowed enough frequent use of the tools of learning, i.e. ICT.

Based on the constructivism theory and law of learning, the following Conceptual Framework is derived.



Conceptual Framework for EFL Learning via ICT

This chapter discusses ICT in education and EFL learning and teaching. The literature stresses on the importance of using ICT in education and the obstacles faced in the implementation of ICT in education. It then focuses on the use of ICT in EFL learning and the situation of such teaching in Arab countries. This is followed by a discussion of the theoretical and conceptual framework of the study. Here it specifically discusses the Constructivism Theory and Thorndike's Law of Learning.

The literature discussed indicates that the use of ICT in education in the Arab countries in general, faces some obstacles in the initial implementation stage but the numerous advantages far outweighs the disadvantages.

CHAPTER III
RESEARCH METHOD

3.0 Introduction

The use of ICT in EFL learning in Libya is a comparatively new method of teaching English in the Arab world. Chapter 2 stresses on the importance of using ICT in education especially in the teaching of EFL. However, the use of ICT in education in the Arab countries faces some obstacles in the initial implementation stage. The lack of available studies pertaining to the use of ICT in teaching EFL in the Arab world is certainly a drawback but it is also a challenge which this study sought to answer. This study sets out to explore the obstacles and the strengths available in the use of ICT in teaching EFL in Arab countries in general, and Libya in particular. Hence, the study sets out to answer the following questions:

1. Have the teachers attended any courses on the use of computer technology (ICT) in teaching?
2. Do the teachers have enough access to the computers at their schools?
3. Do the teachers believe in that the use of ICT can enhance the teaching of EFL in Libya?
4. What are the challenges teachers faced in using the ICT in teaching EFL in Libya?

This chapter explains the methods used in conducting the study. These include the research design employed, the sampling techniques and descriptions

of the instrument. This is followed by a description of the method of data collection and procedures employed in the collection and analysis of the data.

3.1 Research Design

This study is primarily quantitative in nature and uses a descriptive research design. As this study is also exploratory in nature, a descriptive survey methodology is employed to gather information about the use of computer technology (ICT) in the teaching of the English language. According to Dane (1990:120), a survey research is 'a general label applied to a variety of different research methods that share a common purpose' and it involves 'obtaining information directly from a group of individuals'. Gay et. al (2006) "Survey research can be used to gather information about a group's beliefs, attitudes, behaviors, and demographic composition". He also states that survey data are collected by asking members of a population a set of questions, which can be administrated in a questionnaire that is mailed or e-mailed or in an interview over the phone or in person. Also Gay et.al (2006) adds that in a survey research, the 'researcher approaches a sample of individuals presumed to have undergone certain experiences and interviews them concerning their experiences. Usually it involves the use of personal interviews, telephone survey or even a questionnaire.

A survey is used because of its practicality and efficiency in achieving accuracy, uniformity and standardization of communication between the researchers and a large number of respondents, lower cost, greater anonymity and accessibility (Gay et. al.2006). Slavin (1992) notes that a survey research has the

advantages of a wide scope and a great deal of information can be obtained from a large group. Gay et.al (2006) states that a survey is considered the most common method utilized for descriptive research. Also, Slavin (1992) notes that a survey method is appropriate when dealing with opinion study.

For this study, a set of the questionnaire was emailed to each of the research assistants. Here, the email was used to ensure a speedy delivery of the questionnaire. Then the research assistants made copies of the questionnaire to be distributed to all of the target respondents.

3.2 Population of the Study

This study was conducted in the researcher's hometown (Sirte) which is located in Libya. Sirte is regarded as the political city in Libya. It is about 450 KM in distance from the capital of Libya which is known as Tripoli. The study was conducted in all the secondary schools in Sirte. Each and every boy's and girl's schools were selected for conducting this study so there was no gender discrimination in this study.

3.3 Samples and Sampling

All secondary schools which are located in the researchers' hometown were selected for conducting this study. There are a total of 12 secondary schools in Sirte. From these schools, all Libyan English language teachers were selected equally without any preferences. From these schools, the researcher could obtain responses from 70 English language teachers who were assisting in this research. The questionnaires were distributed to all the teachers and they were given

sufficient time to fill up and return the questionnaires to the researcher's appointed helpers. The rationale for selecting all the English language teachers in Sirte was to ensure a higher reliability regarding the opinions pertaining to the use of ICT in teaching EFL in Sirte, Libya.

3.4 Instrument

In this study, the questionnaire in (Appendix A) was used to gather data from the respondents. The survey questionnaires are divided into 5 sections, and each section of the questionnaire has its own objective to achieve. Closed-ended questions are widely used in the questionnaire as they offer numerous advantages. According to Fraenkel et.al. (1996), this type of question enhances the consistency of responses across the respondents. Also, it is easier and faster to tabulate the data collected. Before distributing the questionnaires, a few selected respondents who were proficient in the content and language had read the questionnaire to determine its validity. The reliability of the questionnaires were then determined through a pilot test carried out on a sample of 15 students who are EFL teachers. Any ambiguity, mistakes and misinterpretations found were corrected or rephrased again. Some of the questions that used in the questionnaire were adapted from Zainab (2006), study.

Section one is intended to obtain some personal information on the respondents such as gender, age, academic qualifications and teaching experience. Close-ended questions have been used in this section.

Section two is designed to gather data on the teachers' experiences in attending any ICT courses in general and computer technology in particular. Also this section is intended to know that, whether the courses they attended are useful in teaching EFL in Libya. Close-ended questions have been used in this section.

Section three is manipulated to seek information about the teacher's access to computer technology facilities at schools. In this section Close-ended questions have been used.

Section four the questions aimed to measure the teacher's perception on the use of ICT in teaching EFL. The teachers were required to indicate their perceptions based on five-point Likert scale with the following anchors: 1- Strongly disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly agree.

Section five consists of two items. The first one focused on the challenges encountered by Libyan teachers in using computer technology (ICT) in teaching EFL using five-point Likert scale with the following anchors: 1- Strongly disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly agree.

On the other hand, the second item requires the respondents to put forward suggestions and comments related to the use of computer technology (ICT) in the teaching of EFL in Libya. Open-ended question was used in this item, which, according to Weisburg (1977) has the advantage where it allows the respondents greater freedom in framing the answer.

3.5 Data Collection

The questionnaires were handed-delivered to the respondents by the researchers' brother who is working as a teacher in one of the target schools. Here, the researcher's brother would, together with a few of his friends work as the research assistants for this study. Because of the lack of time, respondents were requested to complete filling up the questionnaire within the same day when the questionnaire was distributed and the researcher assistants would personally collect them. Some of the respondents who lost or misplaced the questionnaires requests for new sets and their requests were immediately responded. Then the collected questionnaires all scanned and send through e-mail by a couple of the researcher's brother friends.

3.6 Data Analysis

Under the supervision of the researchers' brother, 70 questionnaires out of 76 were returned, giving a response rate of 91%. Therefore, the 70 respondents were used as the research sample and the data collected were analyzed by using descriptive statistics. All data collected were coded and processed using the Statistical Package for Social Studies procedures (SPSS for Window Version 13), which is one of the several computer software packages that is used to process and analyze research data, especially in social and educational research.

The data analysis was made based on the objectives of the study. Frequencies and percentages used for descriptive statistics were used in this research as the

variables were categorical. The findings were assisted by the presentation of tables for each item.

The methodology of this study emphasized on the outline of the design and procedure used. A survey research was used for this study which involved the use of an e-mail to send and receive the treated questionnaire. A description of the instruments, pilot study, main study and procedure were given and this ended with an outline of the method for analysis to be used. The next chapter discusses the analysis of the data collected and reports on the outcome of the study.

CHAPTER IV
RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the research findings. Questionnaires were distributed to 70 respondents who are English language teachers in the researcher's hometown. Firstly, the background of the respondents is described. The subsequent discussions are based on the objectives of the study. The findings of the teachers' experience in attending courses on the use of information and communication technology in the teaching will be discussed. In addition to that, this chapter will discuss the findings on the teachers' access to the computer facilities. Next, the teachers' perceptions on the use of ICT in the teaching of EFL will be discussed. Besides, the findings on the challenges faced by the Libyan teachers in the use of ICT in the teaching of English as a foreign language will be described as well.

The results are presented in their respective groups according to their own sections. The tables are as follow:

Section 1 – Teachers' Background

Section 2 – Experience in attending computer courses

Section 3 – Access to computer facilities

Section 4 – Teachers' perception on the use of ICT in teaching EFL

Section 5 – Challenges/ suggestions

Section 1 details the gender, age, academic qualifications, and the respondents' experience in the teaching of English language. Next, Section 2 illustrates the teachers' experience in attending any computer courses. Consequently, Section 3 attempts to find out the respondents' accessibility to the computer facilities in their schools. In addition, Section 4 would try to determine the teachers' perception on the use of ICT throughout their teaching of the English language. Whereas, Section 5 contains two parts, part one is going to show the challenges faced by Libyan teachers in the use of ICT in teaching of English as a foreign language, and the second part is to ask them to give their suggestions and comments in the implementation of ICT in the teaching of English language in Libya in general.

4.1 Results

4.1.1 Teachers' Background

4.1.1.1 Gender

A total of 70 respondents participated in this study. The breakdown of the number of respondents according to gender is tabled in Table 4.1. Table 4.1 indicates that a large majority of the respondents 85.7 % were female whereas only 14.3 % were male. The higher number of females is an indication that there are a higher number of female teachers teaching English language in the twelve allocated schools.

Table 4.1

Gender of Respondents

Gender	**Frequency**	**Percentage**
Male Female	10 60	14.3 85.7
Total	70	100

4.1.1.2 Age

From table 4.2, it can be seen that the majority of the respondents, that is a total of 68 out of 70, are aged below 40 years old. 26 of them are aged between 22 to 25 years old whereas 29 of them are aged between 26 to 30 years old. And 10 of them are aged from 30 to 35 while 3 of the respondents are aged from 36 to 40, and the remaining two respondents are aged more than 40 years old.

Table 4.2

Age of Respondents

Age	**Frequency**	**Percentage**
22-25 Years	26	37.1
26-30 Years	29	41.4
30-35 Years	10	14.3
36-40 Years	3	4.3
> 40 Years	2	2.9
Total	70	100

4.1.1.3 Academic Qualification

From table 4.3, it can be said that more than half of the respondents, that is a total of 37 out of 70, possessed the bachelor degree qualification in education. And 11 of the respondents or 15.7 % possessed a diploma in education whereas 13 of them possessed the BA degree in teaching English. The other 9 respondents possessed other types of academic qualification such as a certificate in teaching or qualifications in other disciplines. Therefore, in general, the majority of the respondents, at 66%, were qualified academically in the filed of education. This means the majority of the respondents are qualified teachers.

Table 4.3

Academic Qualification of Respondents

Academic Qualification	**Frequency**	**Percentage**
Diploma in Education	11	15.7
Bachelor in Education	37	52.9
B.A in Teaching English	13	18.6
Others Qualifications	9	12.9
Total	70	100

4.1.1.4 Experience in Teaching the English Language

Table 4.4 shows that the respondents who possessed less than 3 years of teaching experience totaled 31 whereas those who had 4 to 7 years of teaching experience amounted to 27. The remaining of the respondents (12) have been teaching for more than 8 years, and can thus be regarded as experienced in the teaching of English language.

Table 4.4

Teaching Experience of Respondents

Teaching Experience	**Frequency**	**Percentage**
1-3 Years	31	44.3
4-7 Years	27	38.6
>8 Years	12	17.1
Total	70	100

4.1.2 Experience in Attending Computer Courses

4.1.2.1 Attending Computer Courses in Teaching

From Table 4.5, it is clear that the majority of the respondents that is 70% did not attend any courses on the use of the computers in teaching whereas the remaining 30 % had attended courses on the use of computers in teaching. Here, it can be seen that not many teachers had attended courses in the use of computers in teaching and therefore, it is most likely that not many of the involved teachers will use computers in their teaching of EFL.

Table 4.5

Experience in Attending Computer Courses

Experience	Frequency	Percentage
Yes	21	30
No	49	70

4.1.2.2 Number of Courses Teachers' Attended

As indicated by table 4.6, those who had attended the computer courses related to teaching totaled 21. And table 4.6 shows that those who had participated in less than 2 such courses constituted the majority of the respondents that is 18 out of 21. Only 2 out of the 21 respondents had the opportunity to attend between 2 to 4 such courses. There is only 1 respondent who had attended 5- 8 courses.

Table 4.6

Number of Courses Teachers' Attended

Number of Courses	Frequency	Percentage
1	18	25.7
2-4	2	2.9
5-8	1	1.4
>8	0	0

4.1.2.3 Usefulness of the Courses in the Teaching of English

Table 4.7 shows the perceptions of the 21 respondents on the usefulness of the computers courses that had been attended by them. 27 % of the respondents felt that the courses were not useful whereas a higher percentage of the respondents, that is 73 % thought otherwise. In fact, nearly two thirds of the respondents, that is 15 out of 21, found the courses useful in the teaching of English.

Table 4.7

Usefulness of the Courses in the Teaching of English

Usefulness	**Frequency**	**Percentage**
Useful	21	60
Very Useful	3	73
Not Useful	5	27
Not Useful at all	2	5

4.1.2.4 Schools' Facility for the Courses on the Use of Computers in Teaching

Table 4.8 shows the availability of computer courses in teaching at the schools. From the table, it is clear that two thirds of the respondents answered negatively that the schools where they teach did not have any courses or facilities

for the use of computers in teaching. In contrast, one third of them claimed that their schools had this kind of facilities for the teachers.

Table 4.8

The Availability of the Computer Courses at Schools

Availability	**Frequency**	**Percentage**
Yes	20	28.6
No	41	58.6

4.1.2.5 The Importance of Computer Courses in Teaching English

Table 4.9 shows how the respondents' rank the importance of the computer courses in the teaching of the English language even if they had attended or had not attended any similar courses before. A total of 77% of the respondents felt that the courses were important whereas a lower percentage of the respondents, that is 22.8 % thought otherwise. In fact, more than two thirds of the respondents, that is 54 out of 70, agreed that the computer courses are useful in the teaching of English.

Table 4.9

Teachers' Perception on the Importance of the Computer Courses in Teaching of English

Importance	Frequency	Percentage
Important	26	37.1
Very Important	28	40
Not Important	12	17.1
Not Important at all	4	5.7

4.1.3 Access to Computer Facilities

4.1.3.1 Familiarity with the Use of Computers

Table 4.10 shows that 18 of the respondents or 25.7 % are not familiar with the use of computers, whereas 52 of them that are about 74.3 % claimed that they are familiar with the use of computers.

Table 4.10

Familiarity with the Use of Computers

Familiarity	Frequency	Percentage
Yes	52	74.3
No	18	25.7

4.1.3.2 Availability of the Computer Labs at Schools

Table 4.11 shows that 22 of the respondents, that is about 31.4% stated that they have computer labs in their school but 43 out of 70 or about 61.4 % of them responded that they did not have any computer labs in their schools, while 5 of the respondents, that is 7.1 % chose not to answer this question.

Table 4.11

Availability of the Computer Labs at Schools

Computer Labs Availability	Frequency	Percentage
Yes	22	31.4
No	43	61.4

4.1.3.3 Number of Computers for Teachers' Use

Table 4.12 shows that two thirds of the respondents, that is 68 % of them claimed that there were not computers available for teachers to use in their schools, whereas 3 of them, that is about 4.3% answered that every teacher had his/her own computer and 4 out of 70, that is 5.7% said that their schools had less than 5 computers for teachers' use while 7 of them 10% answered that their schools had more than 10 computers for the teachers' use, and 8 out of 70 did not provide any answer for this question.

Table 4.12

Number of Computers for Teachers' Use

Computers for Teachers' Use	Frequency	Percentage
None	48	68.6
Every Teacher has his own Computer	3	4.3
1-5	4	5.7
6-10	0	0
> 10	7	10

4.1.3.4 Internet Access at Schools

From Table 4.13, it can be seen that a high percentage of the respondents that is 87% of them have no internet access in their schools, whereas very few of

them, that is 5.7% said that they have internet access in the schools where they are teaching. While 87.1 did not give any answer to this regard.

Table 4.13

Internet Access at Schools

Internet Access	Frequency	Percentage
Yes	4	5.7
No	61	87.1

4.1.3.5 Familiarity with the Use of Internet

The data in Table 4.14 show that 42 of the respondents, that are 60 %, are familiar with the use of internet, whereas 23 of them, that is about 32.9 % of them are not familiar with the use of internet. And 5 of the respondents that are about 7.1% of them did not provide any answer for this question.

Table 4.14

Familiarity with the Use of Internet

Familiarity	Frequency	Percentage
Yes	42	60
No	23	32.9

4.1.3.6 The Use of Internet Information or Computer Software in Teaching

The table below, Table 4.15 shows that 28 out of 70, that is 40% of the respondents were using the internet information and computer software throughout their teaching of the English language, while 41 of them that is 58.6% were not using any computers at all while teaching the students English language.

Table 4.15

The Use of Internet Information or Computer Software in Teaching

Using Internet or Software	Frequency	Percentage
Yes	28	40
No	41	58.6

4.1.4. Teachers' Perception on the Use of ICT in Teaching EFL

4.1.4.1 Computer Technology is Important in the Teaching of English

From Table 4.16, it can be seen that the percentage of the respondents who agree and strongly agree that the use of computer technology in teaching EFL is important, is that 75.7%, which is higher than those who felt on the contrary. A total of 37.1% of the respondents agree with the statement whereas 38.6% of them provided strongly agree answer. About 15.7% of the respondents provided strongly disagree and disagree answer to the above statement. Another 8.6% of the respondents strongly disagree with the statement whereas 7.1% of them

provided disagree answer. Meanwhile a total of 7.1% of the respondents provided a neutral answer. It is clear that there is a large difference between the respondents who agree and those who disagree.

Table 4.16

Perceptions on Computer Technology is Important in the Teaching of English

Question	Response	Frequency	Percentage
Computer Technology is Important in the Teaching of English	Strongly disagree	6	8.6
	Disagree	5	7.1
	Neutral	5	7.1
	Agree	26	37.1
	Strongly agree	27	38.6

4.1.4.2 Computers save Time and Effort in English Language Classroom

From Table 4.17, it can be seen that the percentage of the respondents who agree and strongly agree that the use of computers in the English language classroom save time and effort, that is 72.9%, is higher than those who felt on the contrary. A total of 42.9% of the respondents agreed to the statement whereas 30% of them provided strongly agree answer. About 14.3% of the respondents provided strongly disagree and disagree answer to the statement. 4.3% of the

respondents strongly disagreed to the statement whereas 10% of them provided disagree answer while the remaining 11.4% of the respondents provided neutral answers. So it is clear the respondents who agreed are more than those who disagreed.

Table 4.17

Perceptions on Computers save Time and Effort in English Language Classroom

Question	Response	Frequency	Percentage
Computers save Time and Effort in English Language Class room	Strongly disagree	3	72.9
	Disagree	7	10
	Neutral	8	11.4
	Agree	30	42.9
	Strongly agree	21	30

4.1.4.3 Computers would Motivate Students in Learning English

From Table 4.18, it can be seen that the percentage of the respondents who disagree and strongly disagree that the use of computers can motivate the students in learning English language is 8.5%, is less than those who felt on the contrary. A total of 7.1% of the respondents disagreed with the statement whereas 1.4% of them provided strongly disagree answer. About 73.6% of the respondents provided strongly agree and agree answer to the statement. Another 32.2% of the respondents strongly agreed to the statement whereas 41.4% of them provided

agree answer while 14.3% of the respondents provided a neutral answers. So it is clear the respondents who agreed are more than those who disagreed.

Table 4.18

Perceptions on that Computers would Motivate Students in Learning English

Question	Response	Frequency	Percentage
Computers would Motivate Students in Learning English	Strongly disagree	1	8.5
	Disagree	5	7.1
	Neutral	10	14.3
	Agree	29	41.4
	Strongly agree	23	73.6

4.1.4.4 Computers can improve the Quality of Students' Learning

From Table 4.19, it can be seen that the percentage of the respondents who disagreed or strongly disagreed that the use of computers can improve the quality of students' learning, is only 11.4%, lesser than those who felt otherwise. The percentage of respondents who disagreed or strongly disagreed with the statement is equal to each other that are 5.7% for each answer. However, 71.4% of the respondents provided strongly agree and agree answer to the statement. Another 35.7% of the respondents strongly agreed with the statement and also a similar 35.7% of them provided agree answer. A further 15.7% of the respondents

provided neutral answers. So it is clear that the respondents who agreed are more than those who disagreed.

Table 4.19

Perceptions on the Computers can improve the Quality of Students' Learning

Question	Response	Frequency	Percentage
Computers can improve the Quality of Student's Learning	Strongly disagree	4	5.7
	Disagree	4	5.7
	Neutral	11	15.7
	Agree	25	35.7
	Strongly agree	25	35.7

4.1.4.5 Computers can Offer Real Advantages over Traditional Methods of Instruction in Teaching English

Table 4.20, shows that the percentage of the respondents who agreed or strongly agreed that the use of computers can offer real advantages over traditional methods of instruction in teaching English, that is 57.1%, which is higher than those who felt on the contrary. Another 40% of the respondents agreed to the statement whereas 17.1% of them provided strongly agree answer. About 20.4% of the respondents provided strongly disagree or disagree answer to the above statement. Another 4.7% of the respondents strongly disagreed with the

statement whereas 15.7% of them provided disagree answer. A further 21.4% of the respondents provided a neutral answer. It is clear that those who provided disagree answers are almost half of those who gave their agreement to the statement.

Table 4.20

Perceptions on that Computers can Offer Real Advantages over Traditional Methods of Instruction in Teaching English

Question	Response	Frequency	Percentage
Computers can Offer Real Advantages over Traditional Methods of Instruction in Teaching English	Strongly disagree	3	4.7
	Disagree	11	15.7
	Neutral	15	21.4
	Agree	28	40
	Strongly agree	12	17.1

4.1.4.6 Computer Usage can not bring any Improvement in English Language Teaching and Learning

From Table 4.21, it can be seen that the percentage of the respondents who disagreed or strongly disagreed that the use of computers in English language teaching and learning cannot bring any improvement, is 74.3%, which much is higher than those who felt otherwise. A total of 48.6% of the respondents disagreed with the statement whereas 25.7% of them provided strongly disagree answer. About 8.5% of the respondents provided strongly agree or agree answers

to the statement. Another 1.4% of the respondents strongly agreed with the statement whereas 7.1% of them provided agree answers. The remaining 14.3% of the respondents provided neutral answers. So it is clear the respondents who agreed are lesser than those who disagreed with the statement.

Table 4.21

Perceptions on that Computer Usage cannot bring any Improvement in English Language Teaching and Learning

Question	Response	Frequency	Percentage
Computer Usage cannot bring any Improvement in English Language Teaching and Learning	Strongly disagree	18	25.7
	Disagree	34	48.6
	Neutral	10	14.3
	Agree	5	7.1
	Strongly agree	1	1.4

4.1.4.7 Computers make Teaching English very Difficult

Table 4.22 illustrates that the percentage of the respondents who disagree or strongly disagree that the computers make teaching English very difficult, is 71.5%, which is much higher than those who stated otherwise. A total of 38.6% of the respondents disagreed with the statement whereas 32.9% of them provided strongly disagree answer. About 14.3% of the respondents provided strongly agree or agree answers to the statement. Another 1.4% of the respondents strongly agreed with the statement whereas 12.9% of them provided agree answers. The

remaining 10% of the respondents provided a neutral answer. So it is clear the respondents who disagreed are higher than those who agreed with the above mentioned statement.

Table 4.22

Perceptions on that Computer make Teaching English very Difficult

Question	Response	Frequency	Percentage
Computers make Teaching English very Difficult	Strongly disagree	23	32.9
	Disagree	27	38.6
	Neutral	7	10
	Agree	9	12.9
	Strongly agree	1	1.4

4.1.4.8 Computer Usage will Increase Teachers' Motivation in Teaching English

From Table 4.23, it can be seen that the percentage of the respondents who agreed or strongly agreed that the use of computers will increase teachers' motivation in teaching English language is 65.7%, which is higher than those who felt on the contrary. A total of 47.1% of the respondents agreed with the statement while 18.6% of them provided strongly agree answer. About 14.3% of the respondents provided strongly disagree or disagree answer to the statement. Another 2.9% of the respondents strongly disagreed with the statement whereas 11.4% of them provided a disagree answer. The remaining 14.3% of the

respondents provided a neutral answer. So it is clear the respondents who agreed are more than two thirds of the respondents who disagreed.

Table 4.23

Perceptions that Computer Usage will Increase Teachers' Motivation in Teaching English

Question	Response	Frequency	Percentage
Computers' use will Increase Teacher's Motivation in Teaching English	Strongly disagree	2	2.9
	Disagree	8	11.4
	Neutral	10	14.3
	Agree	33	47.1
	Strongly agree	13	18.6

4.1.5 Perceptions on the Challenges Faced by Libyan Teachers in Using ICT in Teaching English

4.1.5.1 Lack of Interest in the use of Technology

From Table 4.24, it can be seen that the percentage of the respondents who disagreed or strongly disagreed that they have a lack of interest in the use of technology in teaching English language is 40%, which is a little bit higher than those who felt on the contrary. The percentage of the respondents who disagreed with the statement is the same with those who provided strongly disagree answer that is 20%. About 38.5% of the respondents provided strongly agree or agree

answer to the statement. That is 17.1% of the respondents strongly agreed with the statement whereas 21.4% of them provided agree answer. The remaining 17.1% of the respondents were probably reluctant to state their opinion and hence selected the neutral option. So it is clear the number of respondents who agreed is almost the same as those respondents who disagreed.

Table 4.24

Shows whether the Teachers' Interested in the use of Technology in Teaching

Question	Response	Frequency	Percentage
Lack of Interest in the use of Technology	Strongly disagree	14	20
	Disagree	14	20
	Neutral	12	17.1
	Agree	15	21.4
	Strongly agree	12	17.1

4.1.5.2 Lack of Computer Knowledge and Skills

According to Table 4.25, the percentage of the respondents who disagreed or strongly disagreed to that they have a lack of computer knowledge and skills in the use of ICT in teaching English language is 34.3%, which is lesser than those who felt otherwise. A total of 18.6% of the respondents disagreed with the statement whereas 15.7% of them provided strongly disagree answer. And about 48.6% of the respondents provided strongly agree or agree answer. That is 12.9% of the respondents strongly agreed with the statement whereas 35.7% of them

provided agree answer. The remaining 11.4% of the respondents selected the neutral option. So it is clear that the respondents who agreed are more than the respondents who disagreed.

Table 4.25

Shows whether the Teachers have a Lack of Computer Knowledge and Skills

Question	Response	Frequency	Percentage
Lack of Computer Knowledge and Skills	Strongly disagree	11	15.7
	Disagree	13	18.6
	Neutral	8	11.4
	Agree	25	35.7
	Strongly agree	9	12.9

4.1.5.3 Lack of Access to the Computer Facilities

Table 4.26 indicates that the percentage of the respondents who agreed or strongly agreed to that they have a lack of access to the computer facilities as one of the challenges they face is 40%, which is higher than those who felt otherwise. A total of 28.6% of the respondents agreed with the statement whereas 11.4% of them provided strongly agree answer. And about 27.2% of the respondents provided strongly disagree or disagree answer. That is 8.6% of the respondents strongly disagreed with the statement whereas 18.6% of them provided disagree

answer. The remaining 22.9% of the respondents selected a neutral answer. So it is clear that the respondents who agreed are more than the respondents who disagreed.

Table 4.26

Shows whether the Teachers have a Lack of Access to the Computer Facilities

Question	Response	Frequency	Percentage
Lack of Access to the Computer Facilities	Strongly disagree	6	8.6
	Disagree	13	18.6
	Neutral	16	22.9
	Agree	20	28.6
	Strongly agree	8	11.4

4.1.5.4 Lack of Training in the use of the Technology

From table 4.27, it is clear that the percentage of the respondents who agreed or strongly agreed to that they have a lack of training in the use of technology in teaching as one of the challenges they faced is 45.7%, which is higher than those who felt on the contrary. A total of 28.6% of the respondents agreed with the statement whereas 17.1% of them provided strongly agree answer. And about 25.7% of the respondents provided strongly disagree or disagree answer. That is 5.7% of the respondents strongly disagreed with the statement whereas 20% of them provided disagree answer. The remaining 20% of the respondents provided a

neutral answer. So it is clear that the respondents who agreed are more than the respondents who disagreed.

Table 4.27

Shows whether the Teachers have a Lack of Training in the use of the Technology

Question	Response	Frequency	Percentage
Lack of Training in the use of the Technology	Strongly disagree	4	5.7
	Disagree	14	20
	Neutral	14	20
	Agree	20	28.6
	Strongly agree	12	17.1

4.1.5.5 Lack of Support from the School Administration

From Table 4.28, it can be seen that the percentage of the respondents who disagreed or strongly disagreed that they have a lack of support from the school administration as a challenge in the use of ICT in teaching English language is 21.4%, which is less than those who felt on the contrary. A total of 14.3% of the respondents disagreed with the statement whereas 7.1% of them provided strongly disagree answer. About 42.9% of the respondents provided strongly agree or agree answer to the statement. That is 18.6% of the respondents strongly agreed with the statement whereas 24.3% of them provided agree answer. The remaining

27.1% of the respondents selected the neutral option. So it is clear the respondents who agreed with the statement are more than those respondents who disagreed.

Table 4.28

Shows whether the Teachers Consider a Lack of Support from the School Administration as a challenge

Question	Response	Frequency	Percentage
Lack of Support from the School Administration	Strongly disagree	5	7.1
	Disagree	10	14.3
	Neutral	19	27.1
	Agree	17	24.3
	Strongly agree	13	18.6

4.1.5.6 Lack of Time in Using the Technology

From Table 4.29, it can be seen that the percentage of the respondents who disagreed or strongly disagreed that because of the limited of the class time they have a lack of time to use ICT in their teaching of the English language is 31.5%, which is less than those who felt on the contrary. A total of 22.9% of the respondents disagreed with the statement whereas 8.6% of them provided strongly disagree answer. About 42.8% of the respondents provided strongly agree or agree answer to the statement. That is 15.7% of the respondents strongly agreed with the statement whereas 27.1% of them provided agree answer. The remaining

20% of the respondents selected the neutral option. So it is clear the respondents who agreed with the statement are more than those respondents who disagreed.

Table 4.29

Shows whether the Teachers Consider the Class Time as a Challenge in using ICT in Teaching

Question	Response	Frequency	Percentage
Lack of Time in Using the Technology	Strongly disagree	6	8.6
	Disagree	16	22.9
	Neutral	14	20
	Agree	19	27.1
	Strongly agree	11	15.7

4.1.5.7 Lack of Ideas in Using the Technology

Table 4.30, indicates that the percentage of the respondents who agreed or strongly agreed to that they did not have sufficient ideas on how to use the technology in teaching is 31.4%, which is lesser than those who felt on the contrary. A total of 21.4% of the respondents agreed with the statement whereas 10% of them provided strongly agree answer. And about 34.3% of the respondents provided strongly disagree or disagree answer. That is 14.3% of the respondents strongly disagreed with the statement whereas 20% of them provided disagree answer. The remaining 27.1% of the respondents were reluctant to state

their opinion and hence selected the neutral option. So it is clear that the respondents who agreed are less than those respondents who disagreed.

Table 4.30

Shows whether the Teachers Consider a Lack of Ideas in using the Technology as a Challenge

Question	Response	Frequency	Percentage
Lack of Ideas in Using the Technology	Strongly disagree	10	14.3
	Disagree	14	20
	Neutral	19	27.1
	Agree	15	21.4
	Strongly agree	7	10

4.1.5.8 Lack of Financial Support

Table 4.31 illustrates that the percentage of the respondents who agreed or strongly agreed to that the lack of financial support is one of the challenges they face for using the ICT in teaching is 35.7%, which is higher than those who felt otherwise. A total of 24.3% of the respondents agreed with the statement whereas 11.4% of them provided strongly agree answer. And about 14.3% of the respondents provided strongly disagree or disagree answers. That is 8.6% of the respondents strongly disagreed with the statement whereas 5.7% of them provided disagree answer. The remaining 28.6% of the respondents selected the neutral option. So it is clear that the respondents who agreed are more than the

respondents who disagreed while a third of the respondents provided a neutral answer.

Table 4.31

Shows whether the Teachers Consider the Lack of Financial Support as a Challenge

Question	Response	Frequency	Percentage
Lack of Financial Support	Strongly disagree	6	8.6
	Disagree	11	5.7
	Neutral	20	28.6
	Agree	17	24.3
	Strongly agree	8	11.4

4.1.5.9 Lack of Technical Support

Table 4.32 elaborates that the percentage of the respondents who disagreed or strongly disagreed to that the non-availability of the technical support is considered as one of the challenges which they face for using the ICT in teaching is 35.7%, which is lesser than those who felt otherwise. A total of 24.3% of the respondents disagreed with the statement whereas 11.4% of them provided strongly disagree answer. And about 47.1% of the respondents provided strongly agree or agree answer to that. That is 10% of the respondents provided strongly agree answer for the statement whereas 37.1% of them provided an agree answer.

The remaining 11.4% of the respondents selected the neutral option. So it is clear that the respondents who agreed are more than the respondents who disagreed.

Table 4.32

Shows whether the Teachers Consider the Lack of Technical Support as a Challenge in using the ICT

Question	Response	Frequency	Percentage
Lack of Technical Support	Strongly disagree	8	11.4
	Disagree	17	24.3
	Neutral	8	11.4
	Agree	26	37.1
	Strongly agree	7	10

4.1.5.10 Lack of Students' Interest in the Technology Use

From Table 4.33, it can be seen that the percentage of the respondents who disagreed or strongly disagreed that one challenge of why they did not use the ICT in teaching English is that the students are not interested in the technology use is 32.8%, which is less than those who felt on the contrary. A total of 17.1% of the respondents disagreed with the statement whereas 15.7% of them provided strongly disagree answer. About 37.2% of the respondents provided strongly agree or agree answer to the statement. That is 14.3% of the respondents strongly agreed with the statement whereas 22.9% of them provided agree answer. The remaining 25.7% of the respondents were reluctant to state their opinion and

hence selected the neutral option. So it is clear the respondents who agreed with the statement are more than of the respondents who disagreed.

Table 4.33

Shows whether the Lack of Students' Interest in the Technology Use is regarded as a Challenge for the use of ICT in Teaching

Question	Response	Frequency	Percentage
Lack of Students' Interest in the Technology Use	Strongly disagree	11	15.7
	Disagree	12	17.1
	Neutral	18	25.7
	Agree	16	22.9
	Strongly agree	10	14.3

4.1.5. 11 Lack of Computers' Usefulness in Teaching English

Table 4.34 shows that the percentage of the respondents who were disagree or strongly disagree that the computers are not useful in teaching English is 42.8%, which is higher than those who felt on the contrary. A total of 25.7% of the respondents who disagree with the statement whereas 17.1% of them provided strongly disagree answer. About 27.1% of the respondents provided strongly agree or agree answer to the statement. That is 11.4% of the respondents strongly agreed with the statement whereas 15.7% of them provided agree answer. The remaining 20% of the respondents were reluctant to state their opinion and hence

selected the neutral option. So it is clear the respondents who disagreed to the statement are more than the respondents who agreed.

Table 4.34

Shows whether the Teachers consider that the Computers are not useful in Teaching English or Vice Versa

Question	Response	Frequency	Percentage
Lack of Computers' usefulness in Teaching English	Strongly disagree	12	17.1
	Disagree	18	25.7
	Neutral	14	20
	Agree	11	15.7
	Strongly agree	8	11.4

4.1.5.12 There are some Social Issues that Need to be Addresses before Implementing Computers in Education

Table 4.35, investigates that the percentage of the respondents who agreed or strongly agreed to that there are some social issues that need to be addresses before implementing computers in education is 50%, which is higher than those who felt otherwise. A total of 38.6% of the respondents agreed with the statement whereas 11.4% of them provided strongly agree answer. And about 21.4% of the respondents provided strongly disagree or disagree answer to that. That is 10% of the respondents strongly disagreed with the statement whereas 11.4% of them provided disagree answer. The remaining 22.9% of the respondents provided

neutral answer. So it is clear that the respondents who agreed to the above statement are more than the respondents who disagreed.

Table 4.35

Shows whether there are some Social Issues that Considered as a Challenge for implementing Computers in Education

Question	Response	Frequency	Percentage
There are some Social Issues that Need to be Addressed before Implementing Computers in Education	Strongly disagree	7	10
	Disagree	8	11.4
	Neutral	16	22.9
	Agree	27	38.6
	Strongly agree	8	11.4

4.1.6 Suggestions and Comments from Respondents

In section five, part two in the questionnaire, the respondents were asked to write down suggestions and comments related to the use of ICT in the teaching of the English language in Libya. Below the summary of the suggestions will stated first then the respondents' comments second:

Suggestions:

The Ministry of Education should integrate the ICT in all aspects of education as soon as possible. Computer courses should be given to both teachers and students as well. The computer courses should be given during the school

holiday. Government should offer one own computer for each student. The ministry should provide training courses for all the teachers. Internet access is very important for teachers and students as well. And the school administration should support the use of the internet to improve language teaching.

Comments:

Through out the respondents' comments it can be noted that some of their comments are positive towards the use of the ICT while the rest are on the contrary. Here they are:

Computers are very useful for language teaching and learning. Computers can improve the student' grammar and the four language skills. Computer courses will cost a lot of money and will not be useful in language teaching. Computers can be useful for the students but the internet access is not useful. The schools have computer labs but they are not used for language teaching. How we can know how the computers are useful in language teaching while we did not use them before for that.

4.2 Discussion

Based on the results, the following discussion can be made about the teachers' perceptions and attitudes towards the use of ICT in the teaching of English language.

4.2.1 Respondents' Profile

The respondents who were selected for the purpose of the research varied in the demographic variables namely gender, age, academic qualification and teaching experience. As a large majority of the respondents were below 35 years old, it is not surprising to note that a similar percentage of the respondents possessed less than 8 years of teaching experience. Nevertheless, nearly all the respondents can be regarded as qualified teachers as they mostly possessed relevant qualification in the field of education. However, there seems to be a slight imbalance between the gender distributions among the respondents as the female far out-numbered the male teacher.

4.2.2 Experiences in Attending Computer Courses

The findings revealed that only about one third of the respondents had some experience in attending the computer courses. The findings also indicated that the majority of the respondents who had attended the courses in the use of the computers in teaching had not attended more than one course, but even though most of them agreed and strongly agreed that the courses were useful for the teaching of the English language. As the findings in question 4 in section 2 which were asking about whether the respondents' schools have the facilities for the

courses on the use of computer technology in teaching alert that the percentage of the respondents who had attended computer courses and those whom their schools have courses facilities is almost the same. As it is obvious throughout all the respondents' answers to the question number 5 in section 2 that 77% of them agreed and strongly agreed that the courses in the use of computer techology are important in teaching English language. So computer technology does play an important role in enhancing the effectiveness of the teaching of English, therefore, it is a rather reasonable expectation to request all the teachers to have experience in attending computer courses.

One of the possible reasons as to why nearly 70% of the respondents did not have the experience in attending such courses may be the lack of opportunities for doing so. In fact, about 85.6% of the respondents were female and as they stated not all the schools have the facilities for the courses on the use of computer. So according to some social factors in Libya it is somehow difficult for some families to allow their daughters to go to café net or any private sector to attend such courses.

Other reasons that could be related to the lack of experience in attending such courses may be due to the lack of interests and motivation among the respondents as well as the obstacles of time and financial constraints. On the other hand, may be the lack of computer courses in schools is the main reason of why two thirds of the respondents did not attend any computer courses especially as stated before most of them were female.

Nevertheless, it is somehow a positive sign that 30% of the respondents did attend the computer courses while the fact that 85% were female. However, the fact that the respondents had the experience in attending such courses does not necessary prove the important of the courses in the teaching English language. The research findings showed that not all the respondents perceived the courses as important. 77% agreed and strongly agreed on that the courses are important in teaching English language while the rest felt otherwise.

4.2.3 Access to Computer Facilities

According to the research findings, a large majority of the respondents had access to the computer facilities, while the schools were they teach are lacking of the internet access and two thirds of them stated that the schools where they teach did not have computer labs but through out their answering to question number 1 and 4 in section 2 it is clear that 74.35 of the respondents are familiar with the use of computers and 60% of them are familiar in using the internet. So from these percentages it can be said again the majority of the respondents had access to computers and it should be said that the accessibility to the computers is not necessary to be at school but may be in the respondents' homes. What is mentioned before it can be concluded through the respondents' answer to the question number 5 in section 2. because it shows that 34.3% of the respondents use the internet to get information to be used in teaching the students while 4.3% of them said that they have the internet facility in their school and 95.7 said otherwise, so returning back to what was mentioned about some social factors which it is difficult for female to go to café net in Libya so it is clear that the

respondent had access to the internet and computers at home no anywhere else. However, rare availability of computers for teachers' use does not seem to be able to meet the needs of all the teachers in the schools. 68.6% of the respondents had not any computers for the teachers' use only. While the rest of the respondents stated that they had access to the computers at their schools.

Besides having access to the computers in the schools, and most of the respondents had access to computers at home as well. And about 74% of the respondents are familiar with the use of computers and 60% of them are familiar in using the internet. Nevertheless, it remains a question as to whether the respondents who could not gain access to the computer facilities in their schools did fully utilize the computers at home for the benefits of the students.

4.2.4 Perceptions on the Use of ICT

This section contains 8 items which is planned for determining the teachers' perceptions towards the use of ICT in teaching English. A total of 6 out of the 8 questions are positive questions geared towards the use of ICT in teaching and the other 2 are negative ones. So, throughout the findings it is not surprising that the majority of the respondents had selected agree and strongly agree option from the Likert options to the positive questions and at the same time they had selected disagree and strongly disagree in the negative questions. So this proves that nearly all the respondents perceived that the use of ICT is important or very important in the teaching of the English language while the minority of them did not think so. As the importance of the computer technology in teaching has been well

established by many researchers and educationalists throughout the world, it is therefore surprising to note that there were still a minority of respondents who upheld the opposite view. This is could be due to the respondents' lack of awareness and exposure towards the use of ICT.

The positive perceptions and awareness of the benefits of ICT in teaching may give an explanation as to why a large majority of the respondents perceived the use of computer technology as very important. The benefit which was agreed by the largest number of the respondents was that computer technology is important in the teaching of English. A very high percentage of the respondents also agreed to most of the other advantages brought by the use of computer technology in teaching and disagree to the two negative questions which stated the disadvantage of the use of ICT in teaching English. However, a few of the respondents that are about 13% in average had chosen the neutral option and this is may be due to the respondents' limited knowledge and skill about the computer technology. On top of that, there is also a lack of awareness and exposure towards the use of ICT that is why it seemed difficult for them to agree or disagree about the statements, so they tried to escape by choosing the neutral option.

4.2.5 Challenges in the Use of ICT in Teaching English

It was difficult to identify the challenges faced by teachers in the use of ICT in teaching English as a foreign language. To accomplish the objective associated with this effort a set of twelve items were used as described in section 5 in the questionnaire. But what makes it difficult to find out the most powerful challenges

which are faced by the Libyan teachers in using the ICT is that the majority of the responses were almost equal in proportions. However, the classifications of the challenges were done on the basis of the percentages for every response. Findings demonstrated that the top ranked challenges to the use of ICT were the lack of computer knowledge and skills, the lack of technical support, and the lack of training. It can be concluded that the various challenges faced in the use of ICT may contribute to the lack of frequency in the technology as well as the lack of awareness of the usefulness and importance of various components of the technology for different purposes in teaching. Only a small percentage of the respondents perceived the lack of financial support and the lack of support from the school administration as two of the prominent challenges.

CHAPTER V

RECOMMENDATIONS

5.0 Introduction

Based on the results and discussion from chapter four, the following recommendations can be made about the teachers' perceptions and attitudes towards the use of ICT in the teaching of English language.

5.1 Recommendations

The teachers have to be given ample opportunities to attend courses related to the use of computer technology in teaching English. They themselves need to be aware of the importance, usefulness and benefits of the technology in order to foster a positive attitude towards its use, which in turns encourages and motivates the teachers to experiment with and utilize the technology in the teaching process. Both the Ministry of Education and the Teacher Training sectors should play an active part in collaboratively conducting relevant courses. Partnership can be fostered between the schools and the community and even between the schools to conduct relevant seminars, workshops and other related activities. The content of the computer training should be systematically planned and implemented. Some social issues needed to be addressed before the implementation of the computers in education especially those related to gender, therefore it is better to conduct the courses in the schools and during holidays as the respondents suggested so none of the parents or husbands of the students and female teachers will refuse or stand against that to be done. Also various factors related to the students' needs and

level, teachers' interests, curricular specification and syllabus content must be taken into account. A coordinating board can perhaps ensure the standardization of the objectives and the content of the courses conducted by various parties.

While there are limited opportunities available for the teachers to attend hands-on computer training courses in reality, they can still gain similar benefits from the teachers who have the privilege to attend the courses, efforts must be made to share the knowledge and skills gained by conducting in-house training courses for the other interested teachers. The issues of social factors which related to the gender for training the teachers can therefore be avoided.

Nevertheless, teachers should be made aware that no matter how good the training is, it is only when the teachers actually try to use the knowledge and skills that they encounter problems and doubts in the use of technology. Therefore, the teachers who have undergone the training must put the new ideas into practice in order to experiment and develop their expertise in the new methods.

Apart from increasing the opportunities for attending training courses, concerted effort needs to be put into overcoming the problems of financial constraints, which is considered as one of the leading challenges in the use of ICT in teaching. The parties involved in allocating the budget and providing the necessary funds should be made aware of the numerous benefits of the technology in teaching English. Financial commitment is greatly needed from these parties in order to make sure that the budget allocation and funding for facilities and training courses related to the technology are regarded as one of the top priorities.

Various means and ways have to be undertaken by the schools, the ministry and the community at large to cater to the technology needs of the teachers and students.

Another common challenge faced by the teachers is the problem of time constraint. Many of them failed to allocate enough time to utilize the computer technology as much as they would want to. One of the ways to overcome this challenge is by working in groups. Teacher can not only save their time by putting their ideas together in coming out with suggestions to effectively use the technology in teaching, but they can also share the materials and strategies among themselves. Such co-operation can be carried out not only among the teachers but also between the schools.

Ironically, another effective way to overcome the problem of not having enough time to use the computer technology is actually to make it a point to utilize the computer as a tool to save the teachers' time. Computer has the capabilities of efficiently managing the tasks which most teachers find time-consuming. Data-entry, calculation of grades, and reviewing of students' work are just some of the examples. Teachers should therefore realize that efficient use of the computers will only relieve their burdens in the long term. Once the teachers learn to utilize the computer to lessen their work load, they can have more time allocated for the use of the technology for instructional purposes.

5.2 Recommendations for Future Research

Based on the findings of this study, the following recommendations for future research are offered:

1- A research can be conducted on a large sample in all the schools in the researcher's hometown or country to increase the reliability of the findings. In addition to that, a few selective interviews may be useful to strengthen the findings of the study. Alternatively, qualitative studies like case studies and observations may provide greater insight into the research problem.

2- It may be useful to determine the students' perceptions of the benefits and usefulness of computer technology. A comparative study can thus be made between the teachers' and students' perceptions. These findings will assist the teachers in meeting the students' needs in learning.

3- A research can be conducted to find out whether there is a relationship between gender differences and the accessibility to the computers and internet also to determine the females and males attitude towards the use of ICT in teaching. Are males more positive in their attitudes and competent in using computers as compared to females? This comparison enables training sectors to reorganize their training module according to gender, as well as their level of aptitude, in order to guide teachers through the training effectively.

5.3 Conclusion

The objective of this study is to find out how ICT can enhance leaning and teaching EFL in Libya. It attempts to explore the challenges faced by Libyan teachers in using ICT in teaching EFL in Libya. Next, it tries to elicit useful suggestions from the involved Libyan teachers to overcome the challenges arising in the teaching of EFL in Libya. The findings suggest that ICT is certainly helping to enhance the learning and teaching process despite the presence of a few challenges in introducing it to the schools in Libya.

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APPENDIX A

RESEARCH QUESTIONNAIRE

The Use of Information and Communication Technology in Teaching English as a Foreign Language in Libya: A Survey on High School Teachers in Sirte

The purpose of this questionnaire is to find out the use of Information and Communication Technology (ICT) in the teaching of English as a foreign language (EFL) in Libya in general, and the researcher's hometown (Sirte) in particular. The information provided is solely for research purpose and will be kept confidential.

Please tick on the relevant boxes that provide your answers.

1. Gender:

□ Male □ Female

2. Age:

□ 22-25 years old □ 26-30 years old □ 30-35 years old

□ 36-40 years old □ > 40 years old

3. Academic qualification:

□ Diploma in education □ Bachelor in education

□ B.A degree in teaching English □ Others (please specify) _____

4. Teaching experience

□ 1-3 years □ 4-7 years □ > 8 years

Section 2: Experience in attending computer courses

Please tick on the relevant boxes that provide your answers.

Q1. Have you attended any courses on the use of computer technology in teaching?	
□ Yes	□ No

(If No please go to Question no. 4 in Section 2)

Q2. How many courses have you attended?			
□ 1	□ 2-4	□ 5-8	□ > 8

Q3. How useful were the courses to your teaching of the English language?	
□ Useful	□ Very useful
□ Not useful	□ Not useful at all

Q4. Does your school have the facility for the courses on the use of computer technology in teaching?	
□ Yes	□ No

Q5. How will you rank the importance of the courses in the use of computer technology in teaching English?	
□ Important	□ Very important
□ Not important	□ Not important at all

Section 3: Access to computer facilities

Q1. Are you familiar with the use of computers?	
□ Yes	□ No

Q2. Do you have a computer Lab at your school?	
□ Yes	□ No

Q3. How many computers are available in your school for the teachers' use?		
□ None	□ Every teacher has his own personal computer	
□ 1-5	□ 6-10	□ > 10

Q4. Do you have internet access at your school?	
□ Yes	□ No

Q5. Are you familiar with the use of internet?	
□ Yes	□ No

Q6. Have you ever used any information from internet or any computer software to teach your students?	
□ Yes	□ No

SECTION 4: Teachers' perception on the use of ICT in teaching EFL

Instructions: Please indicate your attitudes towards computer technology (ICT) in teaching EFL as expressed in each of the following statements. For each statement, please tick in the appropriate box that corresponded to your answer based on the following codes:

1- Strongly disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly agree

	1	2	3	4	5
Computer technology is important in the teaching of English					
Computers save time and effort in English language classroom					
Computers would motivate students in learning English					
Computers can improve the quality of students' learning					
Computers will offer real advantages over traditional methods of instruction in teaching English					
Computers usage cannot bring any improvement in English language teaching and learning					
Computers make teaching English very difficult					
Computers' usage will increase teachers' motivation in teaching English					

SECTION 5: Challenges / Suggestions

Instructions: Please indicate the degree of your agreement or disagreement as expressed in each of the following statements by ticking in the appropriate box that correspond to your answer based on the following codes:

1- Strongly disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly agree

1- I encounter the following challenges in the use of computer technology in the teaching of English

	1	2	3	4	5
Lack of interest in the use of technology					
Lack of computer knowledge and skills					
Lack of access to the computer facilities					
Lack of training in the use of the technology					
Lack of support from the school administration					
Lack of time in using the technology					
Lack of ideas in using the technology					
Lack of financial support					
Lack of technical support					
Lack of students' interest in the technology use					
Lack of computers' usefulness in teaching English					
There are some social issues that need to be addressed before implementing computers in education					

2- Please kindly give any comments / suggestions related to the use of computer technology in the teaching of EFL in Libya.

_____

_____

_____

_____.

Thank you very much for your cooperation

APPENDIX B

THE TABLES

Table 4.1

Gender of Respondents

Gender	Frequency	Percentage
Male	10	14.3
Female	60	85.7
Total	70	100

Table 4.2

Age of Respondents

Age	Frequency	Percentage
22-25 Years	26	37.1
26-30 Years	29	41.4
30-35 Years	10	14.3
36-40 Years	3	4.3
> 40 Years	2	2.9
Total	70	100

Table 4.3

Academic Qualification of Respondents

Academic Qualification	**Frequency**	**Percentage**
Diploma in Education	11	15.7
Bachelor in Education	37	52.9
B.A in Teaching English	13	18.6
Others Qualifications	9	12.9
Total	70	100

Table 4.4

Teaching Experience of Respondents

Teaching Experience	**Frequency**	**Percentage**
1-3 Years	31	44.3
4-7 Years	27	38.6
>8 Years	12	17.1
Total	70	100

Table 4.5

Experience in Attending Computer Courses

Experience	Frequency	Percentage
Yes	21	30
No	49	70

Table 4.6

Number of Courses Teachers' Attended

Number of Courses	Frequency	Percentage
1	18	25.7
2-4	2	2.9
5-8	1	1.4
>8	0	0

Table 4.7

Usefulness of the Courses in the Teaching of English

Usefulness	Frequency	Percentage
Useful	21	60
Very Useful	3	73
Not Useful	5	72
Not Useful at all	2	5

Table 4.8

Shows the Availability of the Computer Courses in Schools

Availability	Frequency	Percentage
Yes	20	28.6
No	41	58.6

Table 4.9

Teachers' Perception on the Importance of the Computer Courses in Teaching of English

Importance	Frequency	Percentage
Important	26	37.1
Very Important	28	40
Not Important	12	17.1
Not Important at all	4	5.7

Table 4.10

Familiarity with the Use of Computers

Familiarity	Frequency	Percentage
Yes	52	74.3
No	18	25.7

Table 4.11

Availability of the Computer Labs at Schools

Computer Labs Availability	Frequency	Percentage
Yes	22	31.4
No	43	61.4

Table 4.12

Number of Computers for Teachers' Use

Computers for Teachers' Use	Frequency	Percentage
None	48	68.6
Every Teacher has his own Computer	3	4.3
1-5	4	5.7
6-10	0	0
> 10	7	10

Table 4.13

Internet Access at Schools

Internet Access	Frequency	Percentage
Yes	4	5.7
No	61	87.1

Table 4.14

Familiarity with the Use of Internet

Familiarity	**Frequency**	**Percentage**
Yes	42	60
No	23	32.9

Table 4.15

The Use of Internet Information or Computer Software in Teaching

Using Internet or Software	**Frequency**	**Percentage**
Yes	28	40
No	41	58.6

Table 4.16

Perceptions on Computer Technology is Important in the Teaching of English

Question	Response	Frequency	Percentage
Computer Technology is Important in the Teaching of English	Strongly disagree	6	8.6
	Disagree	5	7.1
	Neutral	5	7.1
	Agree	26	37.1
	Strongly agree	27	38.6

Table 4.17

Perceptions on Computers save Time and Effort in English Language Classroom

Question	Response	Frequency	Percentage
Computers save Time and Effort in English Language Class room	Strongly disagree	3	4.3
	Disagree	7	10
	Neutral	8	11.4
	Agree	30	42.9
	Strongly agree	21	30

Table 4.18

Perceptions on that Computers would Motivate Students in Learning English

Question	Response	Frequency	Percentage
Computers would Motivate Students in Learning English	Strongly disagree	1	1.4
	Disagree	5	7.1
	Neutral	10	14.3
	Agree	29	41.4
	Strongly agree	23	32.2

Table 4.19

Perceptions on the Computers can improve the Quality of Students' Learning

Question	Response	Frequency	Percentage
Computers can improve the Quality of Student's Learning	Strongly disagree	4	5.7
	Disagree	4	5.7
	Neutral	11	15.7
	Agree	25	35.7
	Strongly agree	25	35.7

Table 4.20

Perceptions on that Computers can Offer Real Advantages over Traditional Methods of Instruction in Teaching English

Question	Response	Frequency	Percentage
Computers can Offer Real Advantages over Traditional Methods of Instruction in Teaching English	Strongly disagree	3	4.7
	Disagree	11	15.7
	Neutral	15	21.4
	Agree	28	40
	Strongly agree	12	17.1

Table 4.21

Perceptions on that Computer Usage cannot bring any Improvement in English Language Teaching and Learning

Question	Response	Frequency	Percentage
Computer Usage cannot bring any Improvement in English Language Teaching and Learning	Strongly disagree	18	25.7
	Disagree	34	48.6
	Neutral	10	14.3
	Agree	5	7.1
	Strongly agree	1	1.4

Table 4.22

Perceptions on that Computer make Teaching English very Difficult

Question	Response	Frequency	Percentage
Computers make Teaching English very Difficult	Strongly disagree	23	32.9
	Disagree	27	38.6
	Neutral	7	10
	Agree	9	12.9
	Strongly agree	1	1.4

Table 4.23

Perceptions that Computer Usage will Increase Teachers' Motivation in Teaching English

Question	Response	Frequency	Percentage
Computers' use will Increase Teacher's Motivation in Teaching English	Strongly disagree	2	2.9
	Disagree	8	11.4
	Neutral	10	14.3
	Agree	33	47.1
	Strongly agree	13	18.6

Table 4.24

Shows whether the Teachers' Interested in the use of Technology in Teaching

Question	Response	Frequency	Percentage
Lack of Interest in the use of Technology	Strongly disagree	14	20
	Disagree	14	20
	Neutral	12	17.1
	Agree	15	21.4
	Strongly agree	12	17.1

Table 4.25

Shows whether the Teachers have a Lack of Computer Knowledge and Skills

Question	Response	Frequency	Percentage
Lack of Computer Knowledge and Skills	Strongly disagree	11	15.7
	Disagree	13	18.6
	Neutral	8	11.4
	Agree	25	35.7
	Strongly agree	9	12.9

Table 4.26

Shows whether the Teachers have a Lack of Access to the Computer Facilities

Question	Response	Frequency	Percentage
Lack of Access to the Computer Facilities	Strongly disagree	6	8.6
	Disagree	13	18.6
	Neutral	16	22.9
	Agree	20	28.6
	Strongly agree	8	11.4

Table 4.27

Shows whether the Teachers have a Lack of Training in the use of the Technology

Question	Response	Frequency	Percentage
Lack of Training in the use of the Technology	Strongly disagree	4	5.7
	Disagree	14	20
	Neutral	14	20
	Agree	20	28.6
	Strongly agree	12	17.1

Table 4.28

Shows whether the Teachers Consider a Lack of Support from the School Administration as a challenge

Question	Response	Frequency	Percentage
Lack of Support from the School Administration	Strongly disagree	5	7.1
	Disagree	10	14.3
	Neutral	19	27.1
	Agree	17	24.3
	Strongly agree	13	18.6

Table 4.29

Shows whether the Teachers Consider the Class Time as a Challenge in using ICT in Teaching

Question	Response	Frequency	Percentage
Lack of Time in Using the Technology	Strongly disagree	6	8.6
	Disagree	16	22.9
	Neutral	14	20
	Agree	19	27.1
	Strongly agree	11	15.7

Table 4.30

Shows whether the Teachers Consider a Lack of Ideas in using the Technology as a Challenge

Question	Response	Frequency	Percentage
Lack of Ideas in Using the Technology	Strongly disagree	10	14.3
	Disagree	14	20
	Neutral	19	27.1
	Agree	15	21.4
	Strongly agree	7	10

Table 4.31

Shows whether the Teachers Consider the Lack of Financial Support as a Challenge

Question	Response	Frequency	Percentage
Lack of Financial Support	Strongly disagree	6	8.6
	Disagree	11	5.7
	Neutral	20	28.6
	Agree	17	24.3
	Strongly agree	8	11.4

Table 4.32

Shows whether the Teachers Consider the Lack of Technical Support as a Challenge in using the ICT

Question	Response	Frequency	Percentage
Lack of Technical Support	Strongly disagree	8	11.4
	Disagree	17	24.3
	Neutral	8	11.4
	Agree	26	37.1
	Strongly agree	7	10

Table 4.33

Shows whether the Lack of Students' Interest in the Technology Use is regarded as a Challenge for the use of ICT in Teaching

Question	Response	Frequency	Percentage
Lack of Students' Interest in the Technology Use	Strongly disagree	11	15.7
	Disagree	12	17.1
	Neutral	18	25.7
	Agree	16	22.9
	Strongly agree	10	14.3

Table 4.34

Shows whether the Teachers consider that the Computers are not useful in Teaching English or Vice Versa

Question	Response	Frequency	Percentage
Lack of Computers' usefulness in Teaching English	Strongly disagree	12	17.1
	Disagree	18	25.7
	Neutral	14	20
	Agree	11	15.7
	Strongly agree	8	11.4

Table 4.35

Shows whether there are some Social Issues that Considered as a Challenge for implementing Computers in Education

Question	Response	Frequency	Percentage
There are some Social Issues that Need to be Addressed before Implementing Computers in Education	Strongly disagree	7	10
	Disagree	8	11.4
	Neutral	16	22.9
	Agree	27	38.6
	Strongly agree	8	11.4