

The Role of Technology in Teaching English as a Second Language in Public and Private Schools KRI Region Iraq

Abstract

There are many researchers who wrote about the benefits and the challenges of using ICTs. It is very true that the ministry of education in KRI has made some improvements in the education system, for instance, use of information technology when teaching English as a second language has played a key role in showing the efforts of the government to ensure that each student from public school gets a quality education. Though a lot of challenges have affected both students and teacher in having access to the teaching devices and material related to ICT. This is a different case in private schools in Kurdistan region, both students and English teachers apply ICT when in class or even outside the classes, this help to enhance their, communication, writing, speaking and listening skills in English. The researcher aimed at identifying the gap that exists between the quality and type of education that the English learners in Amediya district get based on both private and public high schools selected from the study area. Through the teachers and students perspectives, the study helps to identify the significance, challenges that face English learners in both private and public schools. The Kurdistan government and other stakeholders should integrate ICTS and widely in the public schools. The research results conclude that ICT is widely used in teaching at private schools than in public schools. It was concluded that students and teachers from the private schools support the use of ICT since it helps in improving their proficiency in English. While on the other hand the teachers and students from the study area regret that we do not have enough time, space and even relevant appropriates skills while teaching English as a foreign language in KRI.

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1:0 CHAPTER ONE

1.1 introduction

English is taught in KRI region of Iraq in as a secondary language in both public and private secondary schools. Writing, speaking, fluency and understanding spoken English are the key skills that are taught to English learners. In the study region, the children's of the rich are the ones capable of studying in private schools while those from the poor attend public schools where they do not pay any fee. Those in public schools use traditional approaches of teaching while giving instructions to Kurdish English learners, the environment in the public schools does not allow teachers to even make use of new technologies while giving lectures .this can be associated with large sizes of classes with over 35 students. In private schools the case is deferent and the students have all the time to use the modern technology due to the fact that their schools are situated within big cities where we have adequate infrastructure and electricity. (Elyas & Picard,2018).This is a challenge to the children with poor background with the aim to become proficient in English Applying modern technology when teaching high school students will be of great advantage to the student and the English learner. A research done by Watson 2001 in the UK found that experiences in using ICT plays an important role in preparing the students .use of technology in teaching English subject will change the leaning approach as it eases the access of the information.

Based on his research we can deduce that the English learners in KRI need to embed ICT through changing the curriculum. These will as well change the teachers teaching approach and make them feel motivated, though in some of the private schools we have access to ICT and the other technology devices, the public schools should be considered and the stem of education changed to ensure that there are communicative approaches used and not always teacher based approaches.

Another research that was done by Livingstone 2012 reveals that the teenagers of the modern era are more attracted to technology as this will encourage and enhance their learning. The high school's students in Kurdish region are not an exemption in having the interest to use modern technologies and the ministry of education should intervene so as to avail new technological facilities, ensure there are enough technological devices that will help in enhancing their students understanding. Embracing new technology will replace the old methods used in

teaching. It is true that some of the teachers might lack the relevant skills in using the ICT and thus find it difficult but programs have to be set to ensure that all English tutors in KRA public and private schools are fully trained On Using ICT.

1.2 Background of the Signs of Progress and Using Technology in Kurdistan of Iraq in Education

A research done by Akawi 2011 points out that in KRI a teacher-centered approach is the main method of teaching that is commonly used mostly in the public schools. This is very different from the approaches used in states like Sweden, here we have approaches that are student based and consider student needs. It is very painful that the children of the poor are the ones experiencing challenges in learning English as a foreign language due to poor teaching approach used. However, the ministry of education should come up with new strategies and programs to ensure that the situation is improved and these students have access to better education and not just to read for exams. According to the previous researches, it is very true key stakeholders have had attempts to integrate ICT in KRI, just to make sure that children need of education is met.

1.3 purpose of the study

Using several technology resources leads to greater improvement in teaching and learning English in KRI as a second language. It is important to note that also ensuring there is an enhancement of the skills to the teachers will create an ease environment for teaching using the modern era devices and technological gadgets. In the area of study, we can see that the government tried to improve the situation by setting a new curriculum and introducing technology as a means to be applied by teachers while in class. Though the researcher feels that this was a great improvement but cannot be applicable in public schools, though it is done in areas with adequate resources like private schools. On top of changing the curriculum, the government should also consider that the English teachers need to have the required and necessary skills in using the modern technology, another issue like time management, negative perspective towards English among the high school students as well as the availability of infrastructure and electricity should be considered important.

It is important to consult all stakeholders in the education system before any new curriculum is established so as to point out some of the challenges that could be faced when ICT

is integrated in the curriculum. A reason why students in private school perform well in English exams as well as having good command in English is that their institutions have English teachers with ICT skills, proper student training on how to use technology in enhancing their proficiency in English, and have electricity and networks, the advantages are not there.

There is, therefore, a need for proper assessment that needs to be done in KRI so as to ensure that the key challenges that might arise from integrating technology in teaching English get are identified. The learning center should have a learning environment that will welcome a communicative environment in improving the Kurdish learners of English as a second language. This will give the public student the chance to utilize the facilities like electricity, computers that could help in making them grow to be more independent and friendly to their teachers.

Student capacity and ability to understand English as the second language will be improved through the introduction of new programs such as, watching movies, video chatting, recording English programs, using computers and cell phones. Getting well-trained teachers with ICT skills such that they can use the computerized programs to teach the students will be very important. The project will enable the English teacher's students and all stakeholders to understand the real-life situation that students in public school face in their efforts to learn English as a new language, additionally, the difference between public and private school quality of education will be provided, which shows that private schools are better than public schools.

1.4 Statement of the Problem

In Kurdish region English is being used as a second language that is being taught in both private and public schools integrating technology in teaching English is not well established in the region. All over the world individual utilize technology to learn new things in living .in both public schools there are technological gadgets used though not enough in the public schools. Teachers, this situation gives the teacher's hard time while teaching English and the students' needs for education are not fully met. In private schools, technology and English language impact on teaching and learning are seen where the students are able to speak, understand and communicate effectively in English.

Poor proficiency, inadequate skills, social problems, economic challenges, and poor learning environment are the key reason why the use of technology in public schools have been ineffective in Kurdistan students.

In Amediya district the above challenges are very common in the public schools, for instance, some schools do not have electricity, the large size of the classes cannot allow students to play CDS on their laptops, and not all students can afford computers and or technological devices. Generally economic status of a person plays a major role in learning English as a second language in KRI. Comparing the use of technology in teaching and learning English as a second language in Kurdistan region will bring an image to many on what is the real situation in the public schools, and show ow the poor always suffer and their educational needs not met (Zaki & Yunus, 2015).

There is a gap that exists between the two categories of schools based on the level and quality of education provided. The government and key stakeholders have to intervene and play key role in creating awareness to teachers and English learner on the benefit of incorporating ICT in teaching this subject, provision of technological equipment and distributing them equally to all public schools as well as training teachers on how to use the gadgets will help in enhancing the use of new approaches in teaching using the technology devise (Kitchenham ,2017).

Technology courses should be offered in teacher training institutions as this will impart knowledge on the use of ICT in teaching English as a second language, generally, this will result to change in the educational system and better performance of teachers in public schools will be recorded. Ensuring that the second English language learners have their needs met will make them be motivated and giving them opportunities for testing and evaluating their communication skills effectively.

The study will focus on showing the gap technological use gap that exists between both private and public schools in teaching English in Kurdistan education system. the effects of these problems will help to demonstrate to the key stakeholders in the education sector such as the government, parents, teachers and learners, ministry of education among others that in public schools great improvements needs to be done to make them as better as the private schools in use of ICT in utilization of the technology. There is a need for improving technology use for teaching and learning English in KRI.

1.5 Research objectives

The general objective of the study was to investigate the role of technology in teaching English as a second language in public and private schools KRI region Iraq

1. To identify whether students or teachers in both private and public schools want to use ICT in learning and teaching English in KRI
2. To identify the role of government and school authorities in use of technology in teaching English as a second language
3. To identify how both teachers and students are influenced by the use of technology in KRI.

1.6 Research questions

The study was guided by the following questions

1. How are teachers or students influenced by using technology in Kurdistan of Iraq?
2. Is the government other relevant authorities supporting the use of technology in teaching English as a second language in public and private schools?
3. Are teachers and English learners wanting to use ICTs in the learning process?

CHAPTER TWO

2:0 LITERATURE REVIEW

2.1 Benefits of ICTs in Education

Relevant skills in learning English as a second language can be enhanced by the use of technology in teaching and learning English. In the context of learning both students and teachers will have a lot of benefits of using ICT in both inside and outside the classroom. In English language learning the students' ability and knowledge will be broadened by use of technology, they will develop better speaking, listening, writing and reading skills. Additionally, there will be a major improvement in their grammar and vocabulary which will all result in an improvement in the students' academic performance as well as improvement in their proficiency in English. Use of technology will result to change from the old style of teaching and make use of the communicative approach which ensures that every student is included and gets his or her educational needs met.

2.2 ICTs Enhance Speaking Skills

Many of the students of English as the second language need to have good command in speaking English. Though in the Amediya district the local language is commonly used and English is not supported by many. To improve such a situation and make many students have their interest in learning English improved. Technology integration in the learning process will help to improve student English language skills. A research done by Parvin in 2015 concluded that using supplementary audiovisuals material in teaching English resulted in improvement in students' performance making students improve their communication skills and become proficient and fluent in speaking English.

2.3 ICTs Enhance Reading skills

Learners in English as the second language can be improved through improvement in reading skills. Having good skills in reading will help to improve other skills such as listening and communication skills in English. A Study by Becker 2014 identified that using taking books plays a major role in improving a student's reading skills.

Using technological devices such as iPad, laptops and computers aid in making the students have access to many study materials online that will help in enhancing their writing skills. Generally, it is very clear that high schools students need to improve a lot in their reading skills which will help to improve their proficiency in English as well. Kurdish English learners should be given the opportunity to have their reading skills enhanced and improved through availing appropriate technological gadgets which will result to success in academic performances and make them master the English language.

2.4 ICTs Enhance Writing skills

Students learning English as a second language might have some problems with writing skills due to the fact that the English language in Amediya district is not so commonly used. Students might have problems like spelling and grammar issues. Improvement in writing skills can be done through the provision of online tools which give automatic dictation and show grammatical errors as well as spelling, mistakes, this is of great impact to student since they will be able to capture the correct, spelling, know areas they need to improve in writing and generally be very effective and efficient in writing like English native speakers.

2.5 ICTs Enhance Listening skills

Use of technology in teaching and learning English as a secondary language in KRI high school will help in enhancing the student listening skills. Students will be able to capture the proper pronunciation of English words from playing audios. A researcher done by Charami 2013 concluded that using several multimedia tools will help students in improving their communication skills. Tools like mp3 audio recorded, online stories will help in developing the English learners listening skill which makes them record higher performance in English test as well as improving their proficiency and fluency in English.

2.6 Promoting Creativity and Enhancing Critical Thinking of the Students

Different learners have different abilities and different critical thinking and critical skills. This depends on many factors such as the student's background and economic status as well as the student's attitude towards learning English as a second language. Using technology helps in ensuring that students get access to sufficient and adequate information which makes them focused on solving the problems that might they might face in the classroom.

Researchers done by FU 2013 explain that learning using ones technological device makes the student get a lot of features that will foster their communication and reading skills in English. Use of technology in KRI will ensure that all these benefits are enjoyed by the English learners.

2.7 Building Self-Confidence and Making Students Independent

Using technology helps to enhance the English learner's confidence as this makes themselves feel more independent. This is because such students have the freedom to choose the method they think will help them understand the language more and efficiently. Different from the old method of teaching that was the teacher based approach the students can have the confidence to ask and answer a question from their teachers via online platforms such as WhatsApp and phone calls. Yip 2016 identified that students learning vocabulary using technology devices are likely to benefit from those using face to face approach .it is therefore concluded that if Kurdistan learning process embeds technology in high school many students will have stress-free and learning experience which will make them be self-confident and very independent.

2.8 Providing Communicative and Interactive Environments in Schools

Using technology will ensure there is a communicative and collaborative environment where students and teachers will easily interact during the teaching and learning process. This will result to the creation of alternative approach of education different from the teacher-centered approach used in many public schools, the communicative approach which has a lot of benefit to students will be enhanced by the use of ICT in teaching English as a second language in KRI. Showed that students use instant messages to discuss much the school task, answering and asking the question as well as exchanging their ideas.

2.9 Adding Entertainment to Class

Coming up with friendly environment makes students get much interested in the tasks they have been assigned. Additionally having the e-content makes the class have an interesting environment for both the student and the teacher. Castek 2016 explains that using technology in class will make the student curious, attentive and excited .we can conclude that use of online tools and internets makes student ready to learn and anxious to see what their tutors will display

this also improves students' teacher interaction. In KRI it is mostly offered in private school while in public school this is not common. Using ICT in KRI will make the students get more exposure to access online books, and enhance their English communication skills, as this makes them more focused in learning more since there is more engagement and relaxation while using ICT for learning (Mckay, & Brown, 2015).

2.10 Benefits of ICTs in the Teachers' Context

Behzadi, (2015). shows that use of technology is more effective as it helps the teacher to display visuals and graphs as well as audio files to the second English learners, which appear to be and while using the old system of education. Technology is therefore important as it helps to facilitate other means of teaching inside the classroom which will enhance the understanding of the students. Generally, this will Change the English learners and teachers' attitude towards learning and teaching English and always helpful in improving the students' academic performance.

2.11 The culture of the School

A study done by Peterson 1998 shows that the culture of a learning institution is built on beliefs, traditions, values that were developed over a certain duration of time, while individual work together in confronting problems, overcoming the challenges. This shed light to the fact that at times it can be hard for a school to adopt new processes such as integrating ICT in schools, this is because, for instance, the culture of public schools in the region cannot allow that to be done. Another research done by Kitchenham 2017 revealed that readiness and transformation for technology are highly affected by the culture of the school. In Kurdish context school culture play the main role in embedding IT in teaching English as a second language, some schools do not have skilled teachers, as well as enough computers and the students, are not familiar in using modern technological learning methods much as in the rural area where there is no electricity.

3:0 CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives a descriptions of the research design applied; target population, sample size and sampling procedures to be used in the actual research

3.2 Research Design

This study was based on a detailed survey to capture descriptive data from selected samples in in the descriptive survey approach, correlation design is considered since there is interaction with different groups of people, to understand the processes, conditions, practices, and structures of the outcome of this research.

3.3 Target Population

The target population for this study was both the English learners and teachers in KRI private and public schools. To get the adequate sample size for this study, the researcher use a sample size of 25 from Amediya district.

3.4 Research Instruments

Data was collected using a structured questionnaire, specifically designed for this study, consisting of four sections. The questionnaires self-administered questionnaires. Research assistants were employed to assist in the administration of questionnaires and processing.

3.5 Data Collection Procedures

The method to collect the data in selected students and teachers from different public and private schools in Amediya. Questionnaires were administered with the help of research assistants to the respondents and in every evening checked for completeness and accuracy.

3.7 Data Analysis and Presentation

After data collection, they were organized and analyzed based on study guidelines. The analysis of data from the respondent's expressions, perceptions, events, questionnaires, behavioral observation, maps, and records. Arrays of techniques were employed for site analysis and presentation. They include both descriptive and qualitative techniques. In the descriptive analysis, proportions, percentages averages were used to arrive at a general picture upon which

conclusion was made .Qualitative methods used include statistical tables and bar graphs which were done using Microsoft Excel software. Successful analysis of data entailed Sorting data: organizing both coded and random data into categories that best serve the purpose of the study. It also entails prioritizing information based on relevancy and reliability.

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4:0 CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 ICT Usage by the Students and Teachers in Kurdistan

The general observation from all respondents is that we have so many technological tools used in teaching English language in private schools. While in the public school the respondents claimed that very few devices are available for use (Behzadi,2015).

ICT Usage by the Students and Teachers in Kurdistan

Usage of ICTs	private schools
Cellphone	25
Computer/laptop	18
Tablet/ipad	18
Projector	14
Printer/scanner	12

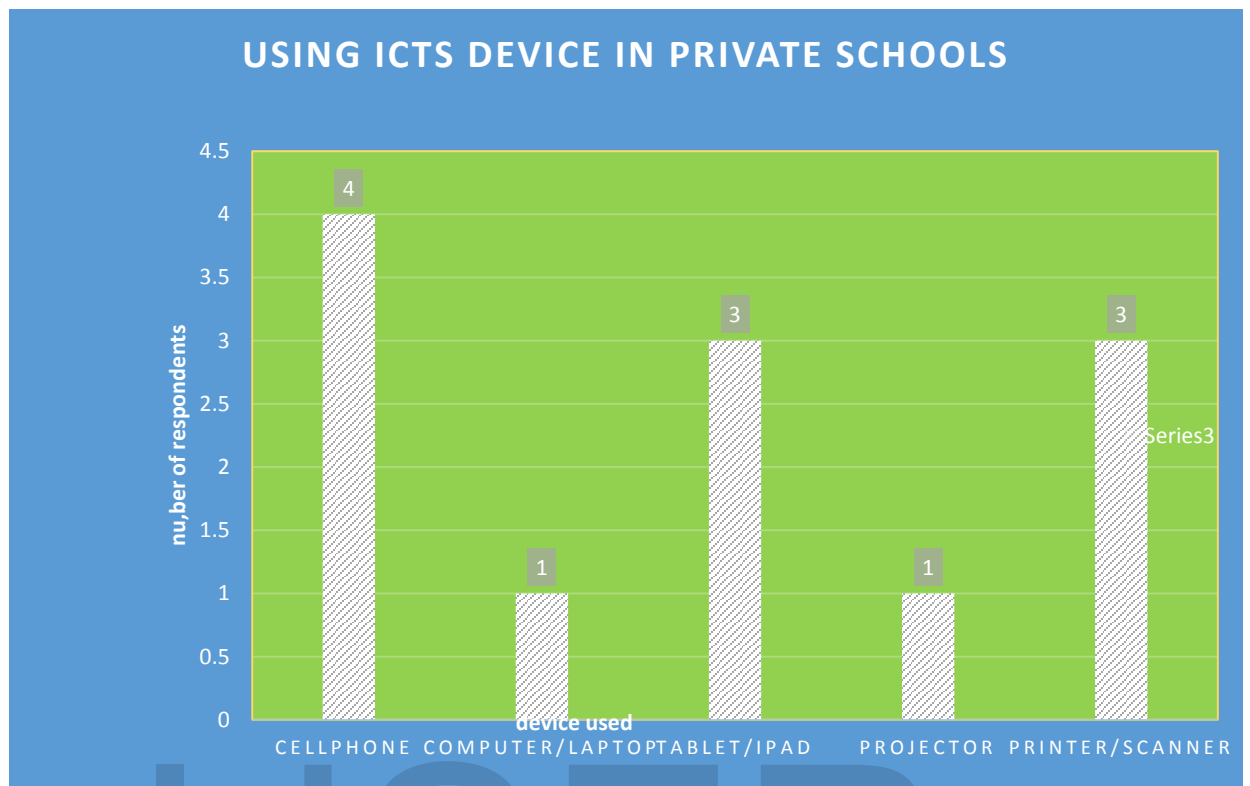


Fig 1,use of ICTs device in private schools

Usage of ICTs in devices	in public schools
Cellphone	5
Computer/laptop	2
Tablet/ipad	1
Projector	1
Printer/scanner	1

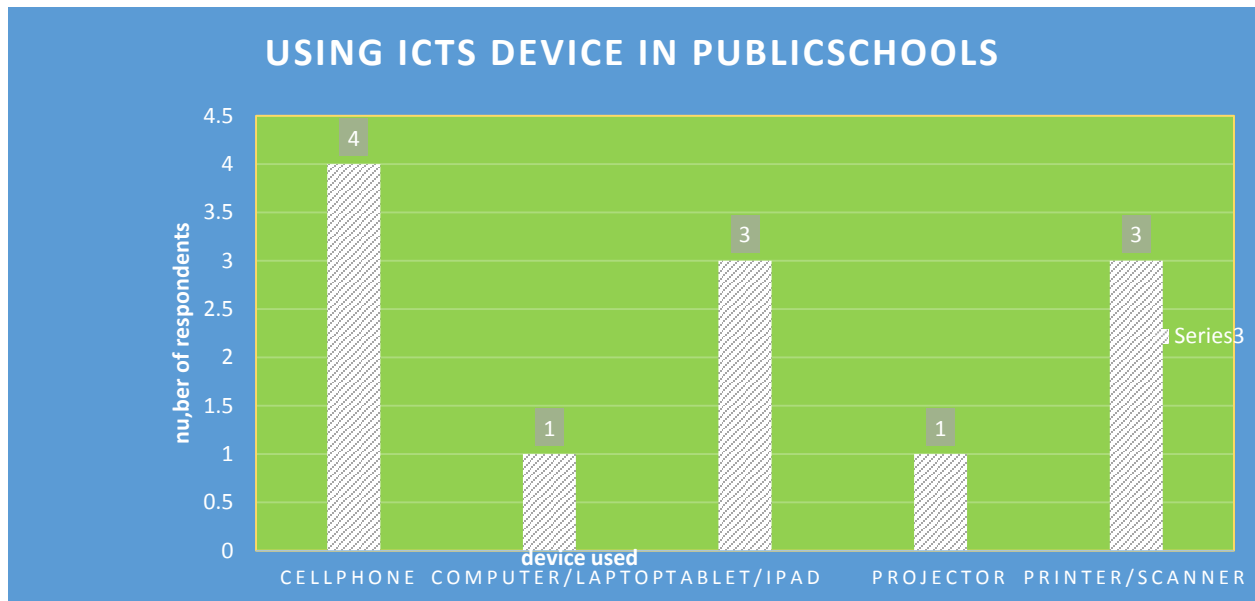


Fig 2.use of ICTs device in public schools

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4.2 The Extent of Using ICTs in Kurdistan by the Students

Respondents believe that in the study area the students from public schools have less extent of utilizing technology at 18% while 82% of the respondents say that ICT is highly used in the private schools. This means that it is more effective and easy to teach and learn English in private schools than in public schools (Al-Azawei et al, 2016).

4.3 Student's Evaluation of Their Teacher's

These results show that English language tutors in the study are working in public school do not have enough skills of using ICT as compared to the private schools. 23 respondents claimed that they do not believe that teachers in public school feel comfortable in using ICT while teaching this subject since they are familiar with the teacher-based approach.

4.4 ICTs Make Students Confident and Independent

Using ICT makes students be confident and independent as it was shown from the respondents who claimed that 90 of the students in private high schools feel that using ICTs makes them independent and very confident during learning English as a second language. Generally, both teacher and students in Amediya districts believe that using ICTs make the students be always indecent and feel confident and this will call for better performance in their academics. Additionally, a confident student will be courageous to learn on how to communicate effectively and through practice, such students will become fluent in the English language and achieve their educational goals (Akrawi, 2011). Additionally it helps in Providing Collaboration in Classroom for Teachers and Students

4.6 Private and Public Schools Use ICTs in Kurdistan

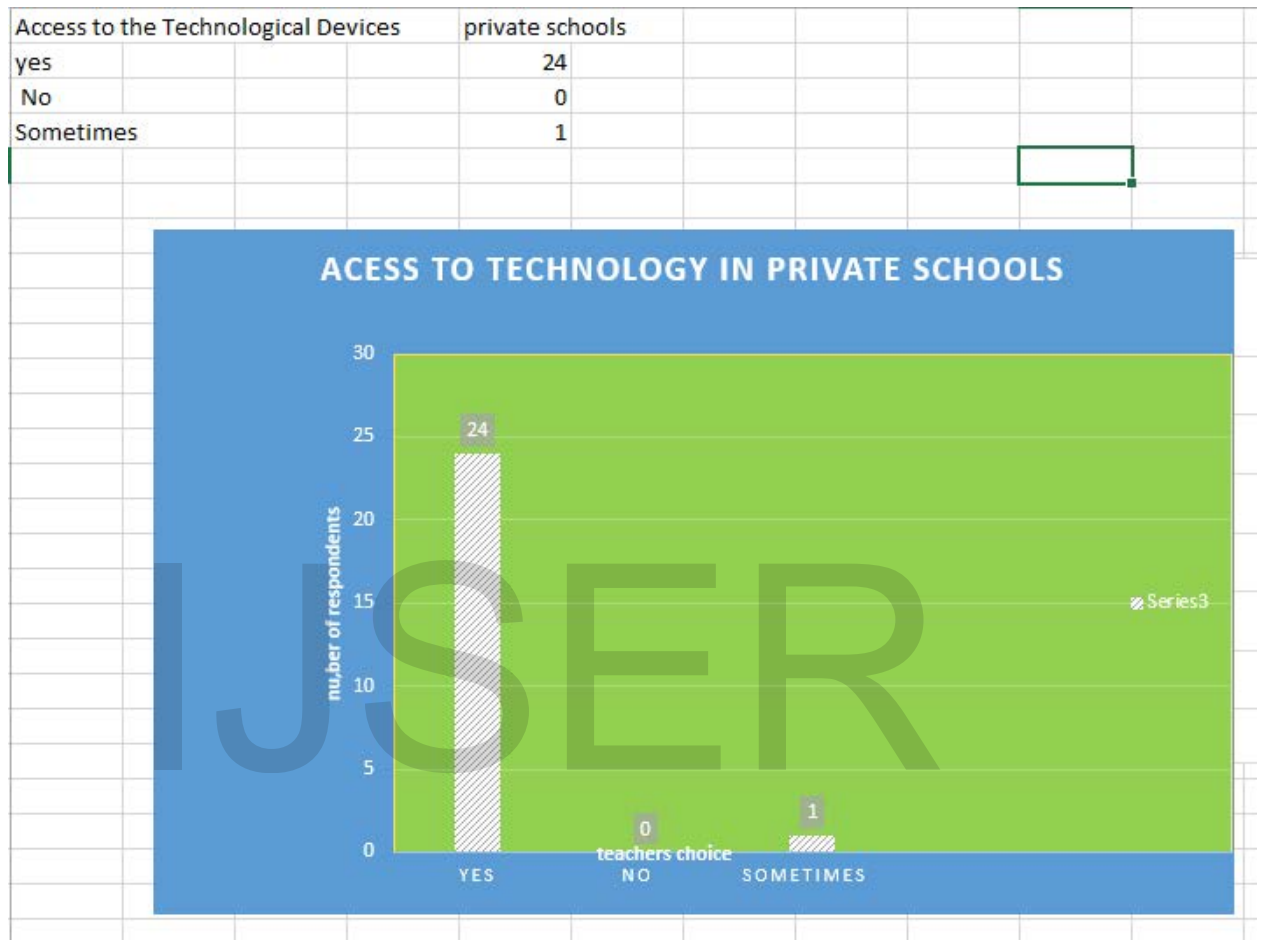


Figure 3 access to ICT in private school

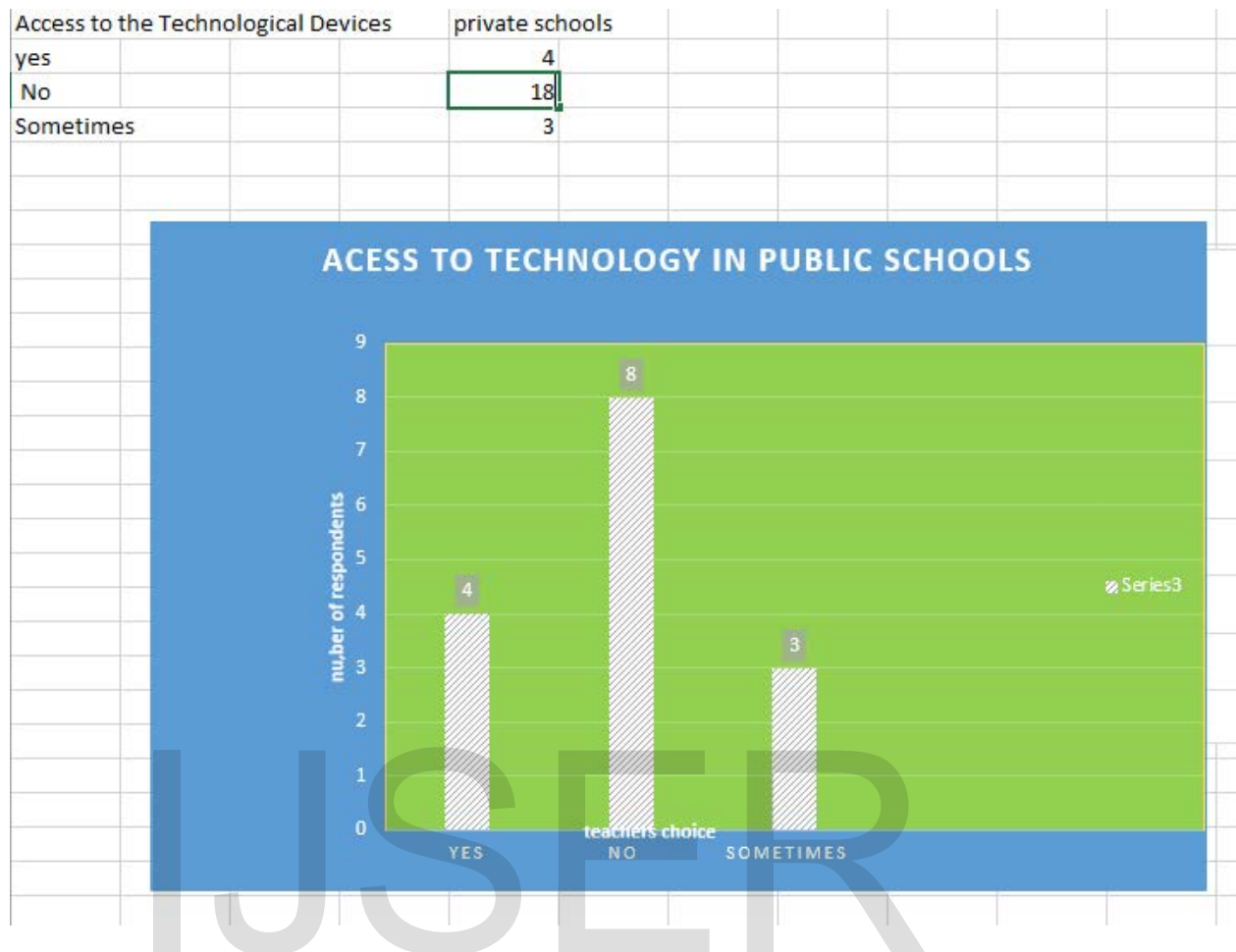


Figure 4 access to ICT in public school

From the above tables it can be concluded that Private school tends to use ICT more than the public schools. It is very true that there are few private schools than public schools and many of the English language learners are in public schools, their performances are generally poor as compared to their counterparts in private schools. It is therefore a big challenge for the government to ensure that all schools have access to ICT. This will require time for key stakeholders to renovate schools and come up with strategies aimed at improving the education system. New policies need to be set, the new curriculum should be developed as well as coming up with proper infrastructure that will improve the learning and teaching environment of English as a second language.

Access to the Technological Devices in both private and public schools is different. Some schools are located far from the cities and have no access to electricity, this is a major challenge.

when it comes to embedding technology in the education system since technological devices cannot be used without electricity. This will make the Kurdish English learners and teacher suffer and poor results in academics are likely to be recorded

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5.0 CHAPTER FIVE

5.1 Summary of findings

Integration of ICT in teaching English language is needed since it is associated with a lot of benefits to the teachers and students. As the aim of the study was to investigate the role of technology in teaching English both public and private school in KRI, it is evidence that private schools have already established ICT use in teaching English as a second language. This research also sheds light on the world on the current situation and progress of the public school in use of ICTS in teaching English languages.

Despite many challenges facing the public school teachers and students in teaching and learning English there is a need to incorporate Use of I CT in the education system due to the fact that it ix of much benefit to both, students and teacher proficiency will be enhanced .improvement of skills such as writing, listening, grammar, fluency, listening and comprehension will help in generally improving both teacher and students attitude towards teaching and learning English as a foreign language (Uluc, 2012). Mutual Benefits of ICTs for Teachers and Students

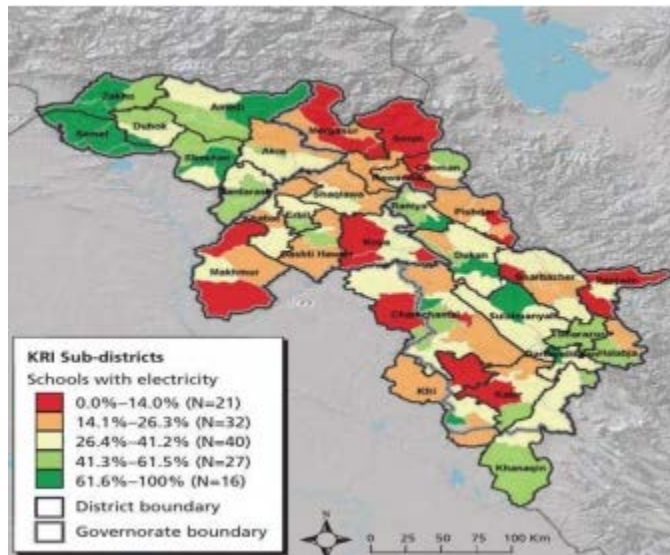
Motivation and good time management are the main mutual benefit that will is brought about by the use of technology in the education system. According to Fu 2013, the students will have less workload if they use computers in searching for information.

Time is saved when wringing notes and also working on their homework and assignments using computers the high school students can easily google information online instead of wasting time to ask their teachers or even accessing it from the school library which might take longer time. Teachers will also save time in giving assignments to the students as well as doing researches to explore more knowledge on topics they teach (Klimova, & Poullova, 2014).

5.2 Challenges of using ICTS in education

Education has been highly challenged by lack of accessibility to technological devices. According to Billy 2015 if there is the provision of ICTs equipment's it is very simple to overcome this challenge. He claims that approximately 30 % of the homes in America do not

have access to computers this result to poor performances of their students in academics. In KRI many people especially the poor do not have access to computers and other ICT devices which creates a major challenge to the education process.



The inability of Using ICTs

Using technology in teaching and learning is very new in the education system of the KRI and embedding information and communication technology in the system might create technophobia for both students and teachers in the region.

The research results confirms (Boojawon 2017 study which explains that both teachers and students may not be comfortable and confident when using ICT in a classroom, this might result to the poor quality of education being delivered to and impact the academic performance of the English learners.

5.4Recommendation

From the researcher results, it can be recommended that the government should come up with new strategies and programs on creating awareness on the importance of using ICT in teaching and learning English as a second language.

The ministry of education should also work hard to reduce the gap that exists between the private and public schools. Provision of electricity to all public schools in KRI will help to improve the teacher's services since they will be having the opportunity to use the electronic devices when teaching English as a foreign language (Akrawi, 2011).

There is also a need to come up with an online eLearning program. The rich should be advised to take their students in public schools, where they will help in developing the school. The ministry of education should work together with other stakeholders to improve the teaching of English language in Kurdistan.

5.6 Suggestion for further research

This study has conclude the use of ICT in teaching English as second language in private schools in Amediya district is very effective and helpful. It was concluded those in public schools have challenges in using ICTS to teach and learn English .The researcher suggests that a further study to be done to show the alternative of integrating ICTS in teaching English as second language.

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Appendix

Map of study area





Amediya district

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