



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITY AND LAW
DEPARTMENT OF ENGLISH LANGUAGE

**IMPLEMENTATION OF ICT (INFORMATION COMMUNICATION
TECHNOLOGY) IN ENGLISH LANGUAGE CLASSES: THE CASE OF
ABIYOT KIRSE PREPARATORY SCHOOL**

BY

DAWIT SEIFU G/MICHAEL

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR THE
REQUIREMENTS OF THE DEGREE OF MASTERS OF ARTS IN
TEACHING ENGLISH AS FOREIGN LANGUAGE (TEFL)**

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July, 2017

Adama, Ethiopia



Declaration

I, the under signed, declare that this thesis proposal entitled “**Implementation of ICT (Information Communication Technology) in English Language Classes: The Case of Abiyot Kirse Preparatory School**” is my original work and has not been presented for a degree requirement by any other individual; and that all the source materials used for this thesis proposal have been duly acknowledged.

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This is to certify that the above declaration by the candidate is true, the thesis embodies results of original work, and studies are carried out by the student himself to the best of my knowledge as advisor to the candidate.

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THESIS SUBMITTED TO ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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List of Abbreviations and Acronyms

BECTA	British Educational Communication and Technology Agency
CALL	Computer Assisted Language Learning
CD-ROM	Compact Disks – Read Only Memory
DVDs	Digital Video Disks
EFL	English as a Foreign Language
ETP	Education and Training Policy
GEQIP	General Education Quality Improvement Program
ICT	Information and Communication Technology
MOE	Ministry of Education
SPSS	Statistical Package for Social Science
UNESCO	United Nations Educational Scientific and Cultural Organization

Abstract

The main focus of this study was to investigate the implementation of ICT devices in the teaching and learning of English language in Abiyot Kirse Preparatory School, Kir'kos Sub City, Addis Ababa, Ethiopia. The research questions asked were to investigate the level and nature of implementing ICTs in teaching and learning of English language in the school, to establish teachers' and learners' perceptions about implementation of ICT in teaching and learning of English language, to assess ICT facilities provided by the government and other concerned bodies and to explore the challenges encountered by both the teachers and learners in implementation of ICT in teaching and learning of English. The study adopted a descriptive design. It targeted only one government owned preparatory schools. Five English language teachers and 100 students were participated in the study. To select the school and teachers the researcher used purposive sampling but the students were selected randomly. The data collection instruments used for the study were questionnaire for learners and interview schedules for English teachers. Besides, classroom observation was also used to collect data about the implementation of ICT. The data collected was analyzed through descriptive statistics that included frequencies and percentages. Statistical Package for Social Sciences (SPSS) was used to analyze the questionnaire data. The study found out that the implementation of ICTs in teaching of English language was not effective. Moreover, the teachers and students skills were low and the ICT infrastructures in the school were not functioning properly. Based on these findings, it was recommended that the government and other stake holder have to give a lot of attention to this issue and to the proper implementation ICT in the school.

Key words: - *implementation, integration, facilities, devices, resources*

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1. Introduction

This chapter provided discussions on these sections of the study. First, it discussed the background of the study and the statement of the problem. Next, it provided discussions on the general and specific objectives of the study. In addition, it provided the general and specific research questions. Then, it presented the significance, the delimitation and the limitation of the study. Finally, this chapter was concluded by presenting the organization of the study and by providing definition of key terms.

1.1 Background of the Study

The last two decades had witnessed a worldwide increased adoption of information and communication technologies (ICT) into the field of education. The global adoption of ICT into education had often been premised on the potential of the new technological tools to revolutionize an outmoded educational system, to maintain better prepared students for the information saga, and accelerated national development efforts. (Bordar, 2010).

The above statement simply explains the importance of ICT in the field of education. Currently, ICTs plays an important role to make dynamic changes in society. It is influencing all aspects of life. The influences are felt more and more at schools, especially in language classes. Because ICTs provided both students and teachers with more opportunities in adapting learning and teaching to individual needs. Thus, this situation is forcing schools to integrate their lesson towards using technological devices in their classes.

Implementation of ICT in teaching and learning was not a method; rather it was a medium in which a variety of methods, approaches and pedagogical philosophies could be implemented (Garret, 1991). This assertion showed that the effectiveness of implementing ICT in language classes depends on how and why it was applied and integrated. A number of different ICT tools and applications might be implemented in teaching and learning (Melor Md Yunus, Lubis and

Lin, 2009). Some of these tools and applications might be designed specifically for educational purposes and some others for more general use.

The choices of resources and the way they were used could be linked to different learning theories which might be invoked to explain or predict learning benefits from the use of ICT (Wilshart and Blease, 1999). Roblyer and Edwards (2000) believed that the use of ICT in education had evolved from two main approaches, namely directed and constructivist instructional methods. The theoretical foundations of directed instruction are based on behaviorist learning theories and information processing theory, which is a branch of cognitive psychology which would be explained later in the literature review of this research.

According to Mikre (2011), the need for linking ICT to education requires recognition. The World Links program was a good initiation in the form of a project, originally managed by the World Bank to place internet-connected computers in secondary schools and train teachers in Africa, Latin America, the Middle East, and South and Southeast Asia. The goal of the program was to improve educational outcomes, economic opportunities, and global understanding for youth using information technology and new approaches to learning. Services provided by the program include:

- Feasibility studies and consultation on connectivity solutions and telecenter management,
- Internet connectivity for secondary schools in developing countries,
- School-to-school partnerships, as well as regional and global partnerships with public, private, and non-governmental organizations,
- Teacher professional development on issues of technology in the context of innovative pedagogy,

The issue of implementing ICT in education and language learning had emphasized not only by World Bank but also developed countries. They are now making online education, smart schools, and virtual universities more of a norm. Developing countries are also fast catching to such kind of innovation. For instance, according to F.Mikre(2011), the government of India, announced an ambitious program titled ‘Vidya Vahini’ that is to create computer laboratories with facilities

like internet access, an online library, academic services and web-casting across sixty thousand schools in the country in 2003.

Vietnam has also invested to develop a computer based information network system for education called Education Network (EdNet) and to improve computer facilities at educational institutions. EdNet is the country's first step towards developing computer based information network system for education. Mikre(2011) stated that ,Thailand also launched School Net, which has connected 4758 schools throughout the country. School Net Thailand is using the internet to improve the overall standard of education in the country by reducing the gap in quality of education between schools in urban and rural areas. On the other side, Pakistan also invested 5.18 million US dollar to provide connectivity across universities, secondary and primary schools in 2003.

The educational system of Ethiopia had also emphasized the importance of implementing ICTs in the teaching and learning activities through its education sector. This was evidenced through the introduction of National Education and Training Policy (ETP) which was launched in 1994. As a part of this document, General Education Quality Improvement Package (GEQIP) was also applied to the country's education system. This document outlined various domains on ICTs. Some of the areas in the document include, ICT in education policy, connectivity and networks infrastructure, digital equipment, access and equity, shown that how the government gave high emphasis simply on the importance of implementing ICTs in education generally and in language learning specifically.

In general, through the ICT resources, learners would likely be to interact and to communicate with the teacher on the curriculum content and could even discuss assignments given to them and give immediate feedback. To sum up, ICTs enable one to engage in learning activities any time, in any place and use any method to learn at any pace. The use of ICTs in teaching and learning English language could have come at a better time. Therefore, it is urgent for the English language teaching and learning to look at those issues that emphasis on implementing ICT in English language classes.

1.2 Statement of the Problem

Implementation of ICT in teaching and learning improves the quality of education (Gomes, 2005). The government of Ethiopia through the ministry of education has provided ICT guidelines on implementation of ICT in the field of education. Studies have shown that lack of adequate attention to technology implementation in the field of education limits its use. Despite the effort being made by Addis Ababa Education Bureau to equip schools with ICT infrastructure, its implementation seems insufficient. In Addis Ababa, use of ICT has not reached optimum level and the researcher did not come across any evidence of empirical study done in this area and level of implementation of ICT required.

The other factor that motivated the researcher to emphasize on this topic was the incident that had happened while taking CALL course in Adama Science and Technology University. Most of the learners that took the course, including myself, scored unsatisfactory grade because of our deficiency of using ICT for English language learning purpose. In addition, the researcher's own English language teaching experience in different high and preparatory schools initiated him to conduct this research. Thus, he had an opportunity to witness how ICT was not implemented properly in English language classes. For instance, while the researcher gave an assignment to his students that sent via his email account, he found out that almost all students have not had an email account and even couldn't sign up an email account by their own. Indeed, they took ICT courses as one subject but have no idea to use it for educational purpose, especially for language learning. Therefore, these reasons initiated the researcher to conduct a research that mainly aim to investigate the nature and level of ICT implementation in English Language Classes and to identify factors affecting usage of ICT in language classes in the case of Abyot Kirse Preparatory School.

Many foreign researchers (but, no Ethiopians) conducted studies on the issue of implementing ICT in English language class rooms. They suggested various recommendations towards implementing ICT in language teaching and learning activities. For instance, a research conducted by McDougald (2009) confined to The Use of (ICT) in the EFL classrooms as a tool to promote L2 (ENGLISH) among non-native pre-service English teachers. According to his findings, the pre-service teachers were not interested to engage in ICT supported lessons. Moreover, Jing Liu (2013) also came out a research on E-learning in English classroom:

Investigating factors impacting on ESL (English as Second Language) college students'. He found out that using ICT in Language learning helps the learners to acquire the language simply and within a short period of time. In addition, Rahman (2015) conducted a research entitled 'Challenges of Using Technology in the Secondary English Language Classroom. He found out that very few schools in Dhaka city (Bangladesh) using technology in the English language classroom. After analyzing the questionnaire the researcher, Rahman, revealed that most of the schools do not have such technological facilities.

However, this research is different from the other researchers for the following reasons. First, as far as the researcher's information, this research might be the first research conducted in Ethiopia which is concerned on implementation of ICT in English language teaching and learning. Second, the research title is the current issue for both Ethiopia's and Addis Ababa's high schools and preparatory schools. Since preparatory schools are the place where students prepare themselves to join universities, they need a great support to improve their future academic achievement which is mostly possible through the implementation of ICT. Finally, the study hopes to fill the gaps towards implementation of ICT devices in order to support English language learning and teaching. To this end, the study tried to provide answers to the following objectives and basic research questions.

1.3 Objectives of the Study

Based on the problems stated above, the following broad and specific objectives were designed.

1.3.1 General Objectives

The main objective of the study was to:

- Asses the nature and level of implementation of ICT in English language classes at Abyot Kirse Preparatory School.

1.3.2 Specific Objectives

The study was guided by the following specific objectives. They were:

- To assess the implementation of ICT in English language classrooms.
- To indicate what ICT devises owned and accesses to the students and the teachers.

- To review factors that prevent from applying ICT in language classrooms.
- To describe students and teachers perception towards using ICT in their English language class

1.4 Research Questions

Based on the objectives stated above, the following general and specific research questions were formulated for use during the process of the investigation.

1.4.1 General Research Questions

The broad research question of the study was

- What was the nature and level of implementation of ICT in English language classes at Abyot Kirse Preparatory School?

1.4.2 Specific Research Questions

The specific research questions of the study were

- How ICT could be implemented in English language classes?
- What kind of information communication technology (ICT) devices do the students and the teachers own and have access to?
- What were the challenges that hindered integrating ICT in English language classes?
- What were teachers and students perception towards using ICT in English classes?

1.5 Significance of the Study

The finding of the study was assumed to be essential to various parties. First, it was expected to help to lure students and teacher's attention to use ICT for language learning and teaching. Second, the findings were expected to show English teachers the ways, techniques and strategies that would be applied while using ICT in English language classes. Third, as the finding was hoped to indicate factors affecting the use of ICT in English language teaching and learning, it would motivate teachers to strive to solve the existing problems. In addition to the above significance, this study was hoped to show the various benefits which language learning through

technology provides so that students who live in the information society would transfer the knowledge they gained to real world situations.

Moreover, the result of the research was also expected to inform education policy makers in general and English language material producers in particular to show the application of ICT in English classes and review the materials for better application in classrooms. Finally, it was hoped that the results of the current study would certainly provide researchers and educators with valuable implications, in relation to teaching and learning English language through technology.

1.6 Delimitation of the Study

Although there are various secondary and preparatory schools in Addis Ababa city, the study was delimited to one school since the motive to conduct this research was observed at Abyot Kirse Preparatory School. Besides, due to lack of time and fund, the participant in this research were confined to Abyot Kirse Preparatory School, English teachers and grade 11 students who were taken from three randomly selected classes. The study was also delimited to the uses of three data gathering instruments; namely, questionnaire, classroom observation and interview.

1.7 Limitation of the study

As the researcher was a self sponsored student, one of the problems he faced was shortage of budget to conduct study, such as, to buy materials and to pay allowances for the interviewees. There were some other barriers that limited the findings of the study. About 2 questionnaires from students were not returned. Moreover, all of the interviewee refused to be recorded while they were providing data.

1.8 Organization of the Study

This study is organized into five chapters. Chapter one deals with the discussion of the background, statement problem and broad and specific objectives. It also provides the general and specific research questions, the study's significance, delimitation and limitation of the study. Furthermore, organization of the study was included in the first chapter. Chapter two deals with overview of implementation of ICT in language classes, theories and models of ICT integration, factors affecting implementation of ICT, teacher perception about the issue, challenges and

benefits of implementing ICT in English language classes were the points raised and discussed. Chapter three concerned with research design, sampling Techniques, Data Collection Instruments, Data Collection Procedures and Data Analysis. Chapter Four dedicated to the data analysis and the discussion of the results. The last chapter, Chapter Five, presents a brief summary of the whole study, draws conclusion from the investigation carried out and provides recommendations to possibly show ways to avoid the problem raised.

1.9 Definition of Key Terms

English Language: - a compulsory subject taught in primary and secondary schools in Ethiopia. It is also a medium of instruction in high schools, preparatory schools and universities.

ICTs Implementation: - Using computer programs and facilities such as CDs, DVDs, Internet, power point among others for teaching and learning to enhance activities in the classroom.

Information Communication and Technologies (ICTs): - Sharing information through the use of technology. In this section, information implies English content, information that is being shared and technology the software which includes use of CDs, DVDs, images, videos, plasma, voice, captions, power point and information from the internet.

ICTs Implementation: - Using computer programs and facilities such as CDs, DVDs, Internet, power point among others for teaching and learning to enhance activities in the classroom.

Learning: - Learning is the acquisition of knowledge, skills and attitudes. The knowledge being acquired is the English language skills through integration of ICTs resources.

Perception: - Willingness, perceived constraints and teachers own reservations about integrating ICTs in teaching and learning of English. In the study, perception will include teachers and learners perceptions, interest, attitude and beliefs of using ICTs in English language classroom

CHAPTER TWO

REVIEW OF LITERATURE

2. Introduction

In this chapter, the research aim to provide various scholars perception and ideas towards the usage of ICT for educational purpose in general and in English language learning in particular. Therefore, the first point that will be discussed is the use of ICT in EFL classes. Second, theories of ICT adoption in language classes will be discussed. Furthermore, the role of ICT in English language teaching and benefits of integrating ICT in English language teaching will be covered. In addition, ICT as a motivational tool in the learning English language, factor influence integration of ICT in language class room and teachers perception towards implementing ICT in language classes will be discussed. Finally, challenges in integrating ICT in English classes will be provided.

2.1 What does Information Communication Technologies (ICTs) Mean?

Asabere and Enguah (2012) defined ICT as the tools, facilities, processes, and equipments that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice, text, data, graphics and video. Some examples of ICTs; IWBs, computers, computer assisted language learning (CALL) software, office applications (word, PowerPoint, drawing tools etc.), the Internet – websites and downloadable software, commercial course book CD-ROMs, DVD players, mobile phones, electronic dictionaries, digital cameras and videos, DAT recorders, document cameras, data projectors. Livingstone (2012, p. 13) states that ICT includes technologies specific to the school environment (e.g. interactive whiteboards) or applications used across formal or informal boundaries (e.g. education games) and networked technologies.

In a similar vein, according to Hennessy, Ruthven and Brindley (2005, p. 2), the term ICT encompasses the range of hardware (desktop and portable computers, projection technology, calculators, data logging and digital recording equipment), software applications (generic software, multimedia resources), means of telecommunication and information systems (Intranet,

Internet). ICTs refer to technological tools and resources which are employed to communicate, create, disseminate and manage information (Yunus, Nordin, Salehi, Sun and Embi, 2013). Furthermore, ICTs may be defined as information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the 'old' ICTs of radio, television and telephone, and the 'new' ICTs of computers, satellite and wireless technology and the Internet (UNDP, 2003).

2.2 ICTs in Teaching Foreign Language / Advantage and Disadvantage

Without a doubt, ICT is a valuable and an innovative teaching tool enhancing EFL learning. The rapid growth of ICT has naturally influenced the every aspects of language teaching process. Using technology has positive effects on teaching and learning English. Technology can be applied to teaching practices to enhance and facilitate foreign language learning. Computer, internet, smart boards, cell phones, video games, music players etc. are used in the target language learning process to raise student's motivation and language awareness (Altun, 2015).

The implementation of ICT will lead to variety in English content, contexts and pedagogical methods in teaching environment. ICT makes English language environment interactive, flexible and innovative. (Qin and Shuo, 2011). The application of computer technologies in language instruction provides a student-centered learning environment. It enables course administrators and teachers to vary lesson presentation styles to motivate students of varying interests, provides learning opportunities outside the classroom, and is perceived to cater more for individual differences.

Implementing technology into language instruction reduces teacher-centered understanding and students' language learning anxiety, but encourages them to be risk takers to practice target language as they are digital natives (Al-Mahrooqi and Troudi, 2014). Jayanthi and Kumar (2016) explain the positive impacts of ICT on ELT under the basic headings such as: availability of materials, students' attitudes, learner autonomy, authenticity, helping teachers, student-centered, and self-assessment. The availability of large body of authentic materials such as images, animation, audio and video clips facilitate presenting and practicing language. As for students'

attitudes, ICTs increase motivation. The students feel highly motivated to learn a language as they displayed positive attitudes towards language learning as they use computer and learn in stress-free learning environment. In addition, ICT fosters learner autonomy as ICT tools provide learners to take responsibilities for their own learning. Students are free to choose the material convenient for their learning styles. Furthermore, ICT provides authentic situations and real life learning environment. As ICTs offer different types of facilities and availability of teaching materials, EFL teachers only suggest and design these tools as complementary teaching materials. Contrary to traditional learning environment, ICT supports student-centred learning together with teacher-student interaction. As for assessment, with the ICTs both receptive and productive skills are easily and effectively assessed.

The teacher may decide and design relevant materials to test students' achievement in all skills. Additionally, the following impacts seem to be the most obvious ones when using ICT to support foreign language teaching:

- The possibility to adapt easily the teaching materials according to circumstances, learner's needs and response;
- ICT allows to react upon and enables the use of recent/daily news, it offers access to authentic materials on the web;
- Possibility to combine/use alternately (basic) skills (text and images, audio and video clip...);
- Lectures become more interesting and less ordinary which boosts learners' engagement;
- ICT enables to focus on one specific aspect of the lesson (Houcine, 2011).

2.3 Theories of ICT Adoption in Language Classes

Many scholars have used lots of theories and models that have concerned on adoption and use of ICTs in our daily life. Most of these theories and models emphasis on individual's intention or attitude to adoption / integration of ICT in Every aspect of life. According to Miima(2014) the theories emphasize on the three stages of ICT adoption and use. The three stages include pre – adoption, adoption and post adoption stages. As it stated in Fishman and Kemmerer (1999) pre – integration / adoption stage gives the individual an opportunity to examine a new technology and prepares one to use it, on the other hand, in the adoption stage the learners forms an attitude of

using the new technology and therefore considers it necessary to acquire particular ICT resource to use. In the post integration stage, the learner makes a decision on whether to continue using that particular technology or to abandon it altogether.

The three stages are guided by various ICT adoption theories and models. Some of these theories are explained below.

2.3.1 Social Psychology Theory

The Social Psychology Theories (SPT) more of focus^{es} on describing behavior of an individual. It include: Theory of Reasoned Action (Fishbein & Ajzen, 1975) which explains the individual behavior based on behavioral intention that determines ones behavior or attitude. social psychology theories mainly focus on important relationship between learners behavior and use of technology. In general, this theory combined with other models, has a significant influence on intention to use or adopt the intended technology

2.3.2 Theory of Planned Behavior

The second sub section theory (Ajzen, 1991) which highlights particular salient believes that determine behavior intentions and patterns. Many studies have used this theory on ICT adoption such as Hsu & Chin (2004), Chen & Yen (2003) among others.

2.3.3 Technology Acceptance Model

The third subsection is the technology acceptance model which focuses mainly on the adoption and use of ICT as well as its perceived usefulness and ease to use.

2.3.4 Innovation Diffusion Theory

According to (Rogers, 2003), it has been used in studying individual technology adoption and use. This theory consists of innovation, time, communication, channels and social system. According to this theory, individual's interest and behavior to use technology is the important thing to involve and practice in integration of technology with language teaching.

2.4 The Role of ICT in English Language Teaching

According to Watson (cited in Mikre (2011), information communication technology divert the way people work their day to day activity. Language learning and teaching, similar to ICT has diverted its way of teaching the language attained to the new technology. As most of the students have been exposed to the technology badly, it's really advisable to make our lesson of language teaching integrating with ICT. If not, we are surly not to train our students' fit in tomorrow's world. That's why the government has included ICT as one of the six goals for quality of education.

Since ICT provides greater chance for students to enhance their capacity towards their language learning, it is essential to integrate ICT with methods and techniques of English language teaching and learning. Furthermore, According to UNCSCO (2000) one of its goals, which is 'Education for all goals', stated that improving all aspect of education ,such as, its quality and ensuring Excellent education for all, encourages the involvement of ICT in education, particularly in English language learning and teaching. There is no doubt that the role of ICT in English language teaching has positive effects towards the process of learning and teaching.

The following points shows how ICT play an important role in language

- It creates the possibility to adapt easily the teaching materials according to circumstances, learners needs and responses,
- It allows reacting upon and enables the use of recent materials; it also offers access to real materials on the web.
- It provides possibility to combine / use four basic skills integration.
- It also enables focus on one specific aspect of the lesson (pronunciation, vocabulary, etc)

2.5 Benefits of Integrating ICT in English Language Teaching

It is undoubtable that ICT has positive impact on English language learning and teaching. Its impact is dependent on the way it is used. The following points seem to be the most important benefits of using ICT in English language learning.

1. Capacity to control presentation using ICT, it's possible to integrate your presentation with audio, video and posters simultaneously.
2. Novelty and creativity – a teacher can use different materials for each lesson not like in teaching with text books.
3. Feedback: Computers provide a first feedback to students answer through error connection, for instance, while writing on Microsoft word, it correct spelling errors immediately, and sometimes it may give appropriate advice.
4. Adaptability: computer software and programs can be adapted by language teachers to suits their students' need and level of language knowledge, materials found in interest has flexible formats un like to the text book which is designs in a single format fixed.
5. Friendly; here we may not forget how face book, twitter and Instagram plays important role for communication.

In general, ICT and internet provides language learners with the opportunity to use the language that they are learning in meaningful ways in authentic contexts. The other benefit derived from the use of ICT in a language classroom is based on the opportunities it affords for cooperation and collaboration with one's peer.

2.6 ICT as a Motivational Tool in the Learning English Language

Motivation is an important factor in the learning of language and are English teacher always looks for various activates how to enhance students' motivation towards English language learning. Here, integrating ICT in language classes is the best way to initiate student's motivation towards the language. ICT have a positive impact on language learning. The following points had been provided by Klimova (2014) about its positive role on language learning. When ICT integrated with English language learning:

- Learning concentrates rather on the learner than a teacher.
- Learning becomes more personals.
- It also becomes more personalized.
- Language learning can happen at any place and any time.
- It may support with recent materials.

- Learning becomes more collaborate and interactive.
- Language resources critical thinking, etc.

2.7 Factors Influence Integration of ICTs in Language Class Rooms

Mumtaz (cited in Miima 2014) stated that there are several factors that influence integration of ICT in English teaching and learning. From those factors, school, resource and the teachers could be considered as the main factors. Below, this proposal will try to say something about these factors.

2.7.1 School Based Factor

Here, the role of administrators, provision of resources and training are the main ones. In order to apply the idea of integrating ICT into language learning and teaching, first, school administrators ought to be ICTs competent, knowledgeable and have practical experience towards using it (Cogill, 2003). Otherwise, it will be really difficult to apply and implement the integration in the school. The other significant factor is provision of resources. As we all know, ICT needs an advanced technological tools like computer, internet connection, software's etc. and these tools are much expensive to be fulfilled by an individual. So that, if not the government or other stake holders participate in proving these resources, it will be difficult to integrate ICT with language learning and teaching. The last but not the least factor in implementing ICT to language learning is the training that supposes to be delivered. A short term and long term trainings, towards usage of ICT, has to be delivered both for students and the teachers.

2.7.2 Students' Behavior Factor

This factor involves the background, abilities and interests of the learners in ICT. It includes students' interpersonal skill and academic skill. ICT integration in language teaching and learning process should consider the learners behavior and interest. I have seen that, my students are much interested with social Media's that make them relaxed and caught their attention. So that, an ICT integration in language learning has to consider such kinds of students' behavior and interest. Therefore, the learners' behavior has an important role in integrating ICT in English language teaching and learning process. This study, therefore will investigated the level of integration of ICTs in English language learning and teaching.

2.7.3 Curriculum Materials and Resources

Materials and resources are significant in integrating ICT toward English language teaching and learning. Without enough materials and resources, the idea of integrity ICT to language will not be successful. So, the aim of this study will to identify the ICT and English language materials and resources available in the school and accessible to the English language teachers and students. The material can enable them achieving their goals. The material and resources we are talking about in this research are internet facilities, computer laboratories, computers, CDs, DVD, power point projective are among others.

The other important factors in integrating ICT towards English language learning is ‘Technical challenge’ lack of basic technical skill of both the students and the teacher alike come up as the most usual cited technical challenges. As it mentioned on researches, other technical challenges reported are “crashing of system, fluctuation of electricity (common to our situation), slow internet, and file corruption.

2.8 Teachers’ Perception about Integration of ICT In Teaching and Learning Process

According to Andoh (2012) teachers perception towards using ICT for English language teaching divide into several categories. The following are some of the categories.

2.8.1 Personal Characteristics:

Some teachers naturally may have a negative attitude and interest to use ICT devices because of their educational level, age, educational experience, their experience with computer for educational purpose and attitude towards ICT may influence their usage of ICT in their language classes. In addition, the attitude of teachers who uses ICT influences on their implementation ICT devices in their language classes. Moreover, Russell and Bradley, (1997) stated that anxiety, lack of confidence and competence and fear usually implies ICT usage in language teaching. Therefore, personal characteristics play an important role in teacher’s perception using ICT in English language classes.

2.8.2 Teaching Attitude toward ICT:

The other important issue on perception of teachers is attitude. It is the fact that if teachers perceived ICT as neither fulfilling their needs nor their students' needs, it is likely that they will not integrate the technology into their language teaching and learning. When teachers attitude are positive then, they are easily volunteer to provide useful ICT integration to their language class. Otherwise, even if, there is lots of resource and training, as it showed in our current situation, any teacher may not include ICT in their English language classes, according to my teaching Experience, many strategies and policies has failed because of negative attitude from teachers .the other significant perception from the teachers is a belief that ICT implementation may cause extra burden or work load on themselves, many studies have showed that the work loads of teachers influence their perception of using ICT in their language classes. According to Neyland (2011) research, increased work load of teachers while integrating ICT in the classes is warning. More over according to Andoh (2012), one principal reported that “teachers are already over loaded. Because of that, they fear of becoming extra over loaded, teachers perception toward implementing ICT could be unsatisfactory and negative.

In general, many factors could be mentioned on teachers perception towards integrating ICT in their English language classrooms, but those factors may not discourage the teacher to use ICT integration rather, the teacher may be benefited while using ICT in his/her language classrooms.

2.9 Challenges of Implementing ICT in English Language Classes

Funding is still the main problem for most of Ethiopian schools to implement ICT integration in language class rooms. Asking for computers, projectors and other devise might be considered as luxury in our context. Even schools found in urban areas are still suffering of with shortage of computers, CD, overhand projectors and mostly internet connection. Because of this, funding or lacking budget may be the number one challenge of integrating ICT in education in general, language teaching in particular.

The other challenges that the teacher has failed in implementing ICT to language classes is lack of training. According to the resaercher prior observation in and around schools in Addis Ababa, Not only language teachers but also other teachers except IT teachers have a difficulty to operate

a computer and other devices of ICT. In addition to this, even if ICT is one of the six packages in educational goals, few trainings has given towards computer usage and other related issues of ICT. In addition to the above challenges,. Etmer (1999) classifies challenges into two groups: extrinsic and intrinsic.

Extrinsic challenges refers to first order challenges that include access, time, supports trading and resource, which has almost similar ideas on the above points. On the other hand, **intrinsic challenges** are considered as second order challenges and include attitude, beliefs, practice and resistance. Moreover, challenges also range from teacher level to school level (Becta, 2004). According to Becta, school based challenges summarized as lack of effective training, lack of access to resource, time and technical supports are among many others. Furthermore, Becta stated teacher concerned challenges as lack of time, lack of confidence, lack of competence and resistance to change.

2.10 Summary

In this literature review, overview of implementation of ICT in language classes, theories and models of ICT integration, factors affecting integration of ICT, teacher perception about the issue ,challenges and benefits of implementing ICT in English language classes are the issues raised and discussed above.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3. Introduction

This chapter provides discussions on the research design, the sampling techniques, the study area, the target population, participant of the study and the sample size. It also highlights the instruments used for data collection and the procedures used for data analyses and interpretation.

3.1 Research Design

The aim of the study was to assess the nature and level of implementation of ICT in English language classes. In order to provide solution to the existing problem, the research type considered appropriate for the study was descriptive. Descriptive research, according to Ahuja (2002), is used to deliver the state of the problem as it exists. Moreover, this kind of research helps to describe the problem and make a report about it. But it is not used to make that or manipulate variables to obtain new findings. In addition, the research design would be mixed because in the research both quantitative and qualitative data would be collected. For instance, observation and questionnaire (quantitative) and interview (qualitative) would be used in order to support and implement the data from each source.

3.2 Sampling Techniques

In this section, the sampling procedure used to obtain the study site, to sample participants from its target population and the sample size is given.

3.2.1 Study Site

The site for the study is in region 14, Addis Ababa city administration, in kirkos sub city. There are some reasons to place the site of the study in Addis Ababa. Comparing to other cities, ICT facilities in the schools are much advanced in this city. In addition, problems of applying these ICT devices have been showed in some schools in Addis Ababa. Thus, using purposive sampling, Addis Ababa was selected. Next, to obtain the school for the study, again purposive sampling from non probability sampling was used due to reasons, such as, the high degree of

existing problems that had been observed in the school towards the topic and the proximity of the site to the researcher which helps him to have updated information could be some of the reasons.

3.2.2 Target Population

The target populations of the study were all students learning in grade 11 and 12 of Abiyot Kirse Preparatory School. From these grade levels, grade 11 students were selected using purposive sampling techniques. This was because; students in this grade level were considered to have the awareness and the experience of the existing problems. In addition, this grade level was suitable for the research that they had no worries of entrance exam to participate voluntarily in the research. So, in grade 11, there were 12 sections and 456 students. From them 168 were male and 288 were females. From the 12 sections only 3 randomly selected sections were participated in the research. In addition to the students of grade 11, 5 English language teachers were participant of this research.

3.2.3 Participants of the Study

Participants of the study were students and teachers. First, to obtain students participants, all grade 11 students who would be selected from 3 randomly selected classes would be taken. To obtain teachers participation, English teachers who were assigned to teach in grade 11 classes would be included.

3.2.4 Sample Size

The research sample consisted of three 11th grade classes which consist of 30 – 35 students each. In addition, it included five English language teachers. This gave a total sample size of around 105 people. A representative sample of 40% of the 11th grade students and 100% of the teachers were the sample size of the study. According to Ary et al. (2002), a study sample of between 10% - 40% representatives is appropriate for any study, I think this research sample would be more than enough.

3.3 Data Collection Instruments

The objectives of the study provided the basis from which the research instruments were constructed. The study needed to answer the nature and level of implementation (usage) of ICT

in teaching and learning of English language. The respondents were required to answer or to portray their perceptions; attitudes, challenges, benefits and how these things would affect the teaching and learning of English language, the research instruments were selected based on these aims and assumptions. Moreover, as the research used mixed research method, both quantitative data collection instruments (questionnaire and observation) and qualitative data collecting instrument (interview) were used. The detail of each tool was given below.

3.3.1 Questionnaires

According to (Macintyre, 2000) a questionnaire is a “... means of survey of different opinions from (usually) a large number of people who provide anonymous replies. The questions are standardized, i.e. each respondent receives the same number and kind” (p.74). For this research, students’ were the main participant who gave response for questionnaires. In order to get valuable data, both closed ended and open ended items were used in the questionnaires.

To begin with, the questionnaire was prepared in such a way that it had sections to get data about the respondents’ background information, different uses of ICT and internet, the types of activities that were conducted in class, the type of ICT activities that were preferred and how they perceived learning with the implementation of ICT. Moreover, the questionnaire used to gather information related to level of implementation of ICTs in English language classes. Furthermore, the questionnaire tried to explore students’ perceptions of ICT, the students’ perception of whether or not English language could be improved through the use of ICT.

In general, the research prepared the questionnaire based on literature review and related studies. For the ease of students’ understanding the items included in the questionnaire, it was designed in English language with the hope that the respondents can easily understand the language and the researcher showed it to his advisor for further comment. In such a way, the questionnaire had 5 parts for students to provide data.

3.3.2 Observation

According to Ahuja (2002), observation is a method that employs vision as its means of data collection. To get quantitative data, the researcher aimed to observe 3 selected grade 11 English language classes during their actual lesson. The researcher tried to observe the classroom situation as an observer in the lesson. This helped the researcher communicate with participant

through interaction and perceiving reality as it is. This also helped him follow every incident properly.

In addition, the research applied unstructured observation checklist that followed loosely organized items. The research prepared the observation checklist based on objectives and the research question. As a result, the process was largely left to the observer to define. Furthermore, the research preferred open observation that the purpose of the study and researcher's identity was known. Finally, the observation was carried out where two English lessons were assessed at different time. The other observation was made in ICT laboratory.

3.3.3 The interview

According to Ahuja(2002) interview refers to a two persons conversation, initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by him/her on the content specified by the research objectives of description and explanation. Interview data were used to support and verify the information from the questionnaire and the classroom observation. Therefore, to collect qualitative data, the teacher interview was prepared on the basis of the following three of specific questions. The three questions were:

- What were the challenges that hinder integrating ICT in English language classes?
- What were students and teachers attitude towards engaging ICT in language classes?
- What ICT facilities were found in the school both in the classrooms and ICT rooms?

For the interview, only English teachers who were teaching in grade 11 were used. The interview used semi structured interview because the researcher may has a chance to ask questions which is relying on the interviewees response. The interview was prepared in English language because the respondents were teachers and it was carried out on a face-to-face basis at English department office as per the time agreed with them. Each interviewee was asked similar questions and each was also given the freedom to ask questions. Finally, the interview was not recorded because respondents showed refusal to do so.

3.4 Data Collection Procedures

To collect data, first, the researcher had to get approval from the sub city educational bureau and the school administration to conduct the research. This required presenting the letter from Adama Science and Technology University (ASTU), School of Humanity and Law, Department of English to the sub city educational bureau and Abiyot Kirse Preparatory School Administration. Then, the researcher visited the sub city educational bureau and got written permission to carry out the research. Then, by presenting the two letters (from ASTU and the education bureau) to Abiyot Kirse School Administration, permission was secured to conduct the study.

After having obtained permission, the research made arrangements with the school authority, the English language teachers and students of 11th grade on when and where to collect the data. A follow up was also made through face-to-face visit and through telephone call to confirm the appointment. Finally, the required quantitative and qualitative data were collected as per the plan and the agreement.

3.5 Data Analysis

To analyze the data gathered through questionnaire, interview and classroom observation, the researcher used the following methods of data analysis. First, the raw data collected on respondents background information through questionnaires, was cleared and coded. Then, the data were analyzed through descriptive statistics that included frequencies, percentages, mean and standard deviation based on objectives and the research questions of the study.

Next, the Statistical Package for Social Sciences (SPSS) version 20:00 computer based program was used as a tool for data analysis for the rest questions dealing with the practice of ICT for English language teaching and learning. Hence, the quantitative data collected using the questionnaires on the practice of ICT were analyzed, first, by using codes to items and inputting the coded responses into the computer for analysis.

Data collected from the interviews were transcribed and categorized; however, the data collected from the classroom observation was analyzed separately. The findings of the study were presented using tables, pie charts, frequencies, and percentages in relation to research objectives and questions. Then, data were processed and analyze through editing, coding, classification and

tabulation. That is, by examining the collected raw data systematically, to reorganize them into formats, they were arranged in groups on the basis of common characteristics. The data were summarized for data display in the form of statistical tables (arrange the data's in columns and rows). In addition, the researcher also used statistically inference to analyze quantitative data to show the finding about the students and teachers attitudes towards implementation of ICT in English language classes.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4. Introduction

The chapter highlights the procedures and steps followed for data presentation, interpretation, analysis and discussion of the study. The purpose of the study was to investigate the Implementation of ICTs in teaching and learning of English language in Abiyot Kirse Preparatory School.

Thus, the data from the questionnaire, classroom observation and interview were presented thematically in the following sections. To do so, tables and graphs have been used to summarize the data followed by analysis and discussion of the findings.

4.1 Students Questionnaire Analysis

In the coming section, quantitative data from various parts of student questionnaire were analyzed and discussed.

4.1.1 Respondents Background Information

The study set out to establish respondents background information, the data was collected from 100 respondents (grade 11 students) but two of the questionnaires were not returned so that the researcher analyzed the data from 98 respondents. The aim of the background section of the questionnaire was prepared to obtain data on students' access to ICT tools and their membership to clubs and other issues. So, the background section included items on gender (sex), respondents' access to computer and other ICT tools at their home, their access to smart phones, their membership to the school's ICT club and to know their interest in using ICT tools.

Tabel 4. 1 Respondents Background Information

R.N	Responses in Frequency (Fr.), Percent (%) & Cumulative Percentage (CP)			
	Question Items			
	Gender	Fr.	%	CP
1.	Male	37	37.8	37.8
	Female	61	62.7	62.7
	Access to computer	Fr.	%	CP
2.	Yes	40	40.8	40.8
	No	57	58.2	58.2
	Access to smart phones	Fr.	%	CP
3.	Yes	79	80.6	80.6
	No	19	19.4	
	Member of ICT club	Fr.	%	CP
4.	Yes	16	16.3	16.3
	No	55	56.1	56.1
	No ICT club I	27	27.1	27.1
	Interest to use ICT materials	Fr.	%	CP
5.	Very high	14	14.3	14.3
	High	62	63.3	63.3
	Undecided	14	14.3	14.3
	Low	8	8.2	8.2
	Very low	-	-	-

Table 4.1 provides the data analysis on the background information for respondents. According to the data from the table, from the total 98 respondents, 37 (37.8%) were male while the remaining 61 (62.7%) were female. Female respondents were 24.8% more than male respondents. In addition to their gender, respondents were asked whether they had a computer access in their home or not. Thus, 40 (40.8%) of the respondents showed that they had computer access at home whereas 57 (58.2%) of them didn't have. this simply showed that more than half of the respondents didn't have an opportunity to use computer in their home.

On the other hand, as can be seen in Item3, respondents access to smart phone was greater than their access to computers because 79 (80.6%) have a smart phone while 19 (19.4%) of them had no phones of their own. Next, using Question 3, respondents were asked about their membership in the ICT club. As a result, 16 (16.3%) of them were members of ICT club, 55 (56.1%) of the respondents had never been members of ICT club whereas 27 (27.3%) of the respondents didn't know about the presence of ICT club in the school. this simply indicated that few students have interest to spent their time in ICT club but most of them were not keen to engage in activities supplied by the schools ICT club.

Finally, using Item 5, students were asked to show their interest to ICT materials. According to the data obtained, 14 (14.3%) of the respondents interest to ICT were very high, 62 (63.3%) of them said their interest were high. In contrast, 14 (14.3%) of respondents were undecided and the other 8 (8.2%) respondents had low interest to use ICT materials in their English classroom. Thus, a total of 76 (77.6%) of the respondents showed that their interest to use ICT tools was high. And this high amount interest contradicts with their participation in the ICT club.

4.1.2 The Nature and Level of Implementing ICT in English Class

The study tried to investigate the level of implementation of ICT in English language classes. The information gathered included, the level of respondent' usage of ICT tools and internet in order to improve their English language. In addition, it included student participation in their ICT club, their usage of computers and smart phone for the purpose of learning the language. Further analysis on respondent's views on implementation of ICTs in teaching and learning of English language was done in the interview of teachers and classroom observation. The data was tabulated first and then was analyzed.

4.1.2.1 Response towards Students ICT and Internet Usage

The following pie chart showed how often the respondents use ICT for different purpose

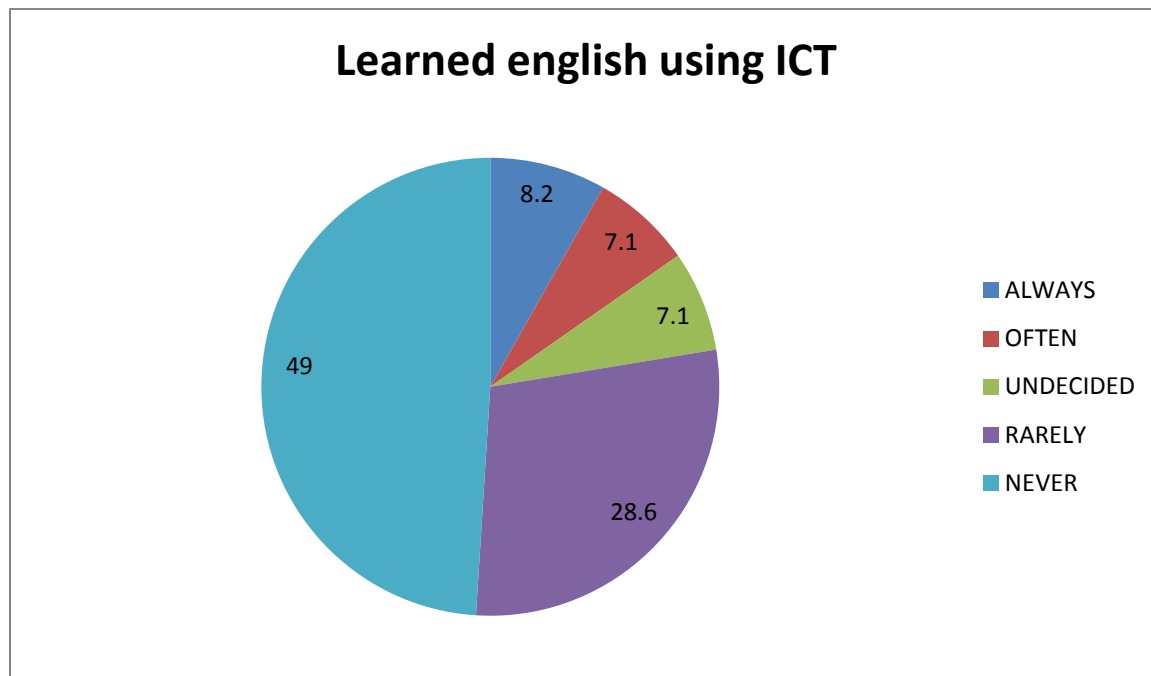


Figure 4. 1: - How Often Students Learned English Using ICT Tools

As it was indicated in the above figure, almost half of the respondents 48 (49%) had never used ICT tools in their classrooms. Next, 28 (28.6%) respondents also showed that ICT would be applied rarely in their English language classes. On the other hand, some respondents 7 (7.1%) had undecided to use ICT in their lessons. Similarly, the other 7 (7.1%) of respondents agreed that they often used ICT tools in their language classes. The last respondents 8 (8.2%) were indicated that ICT tools were always applied in their English lessons.

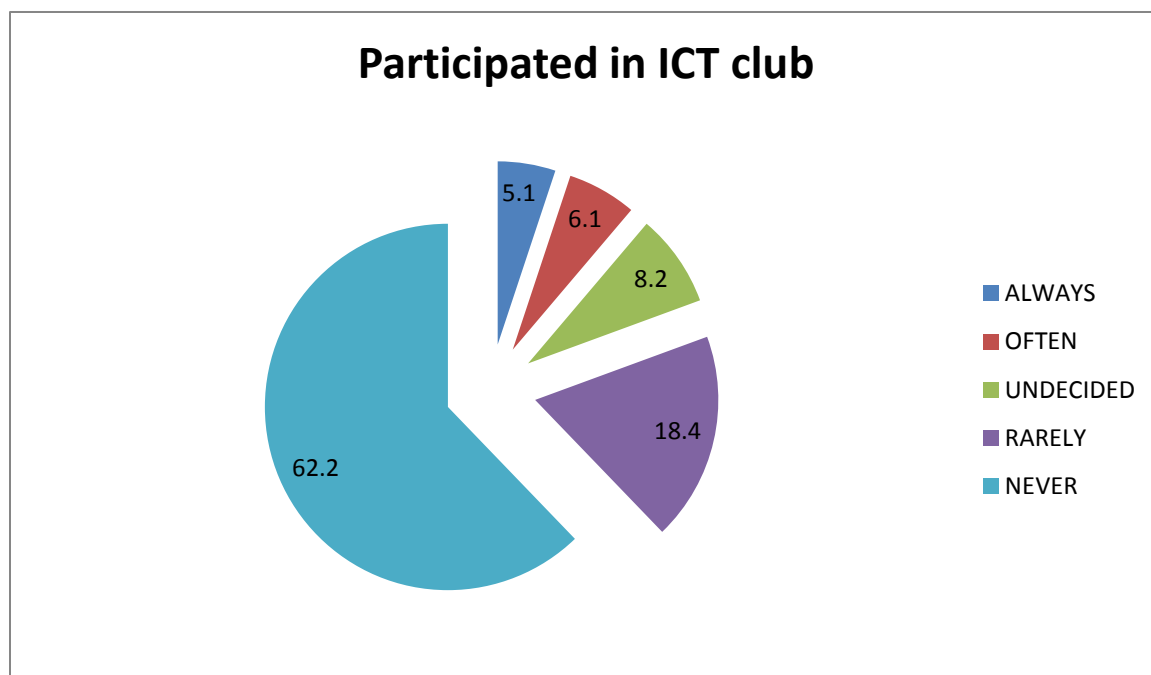


Figure 4. 2 Response on how often they participate in their ICT club

Result in figure 4.2 indicated that majority of the respondents 61(62.2%) have never been participated in their schools ICT club while the other 18(18.4%) respondents have rarely engaged in the club. In contrast to the majority respondents, 8(8.2%) respondents were undecided, 6(6.1%) and 5(5.1%) respondents were frequently participated in their schools ICT club, this showed that the majority of the respondents were not able to have the chance of practicing ICT materials in their school

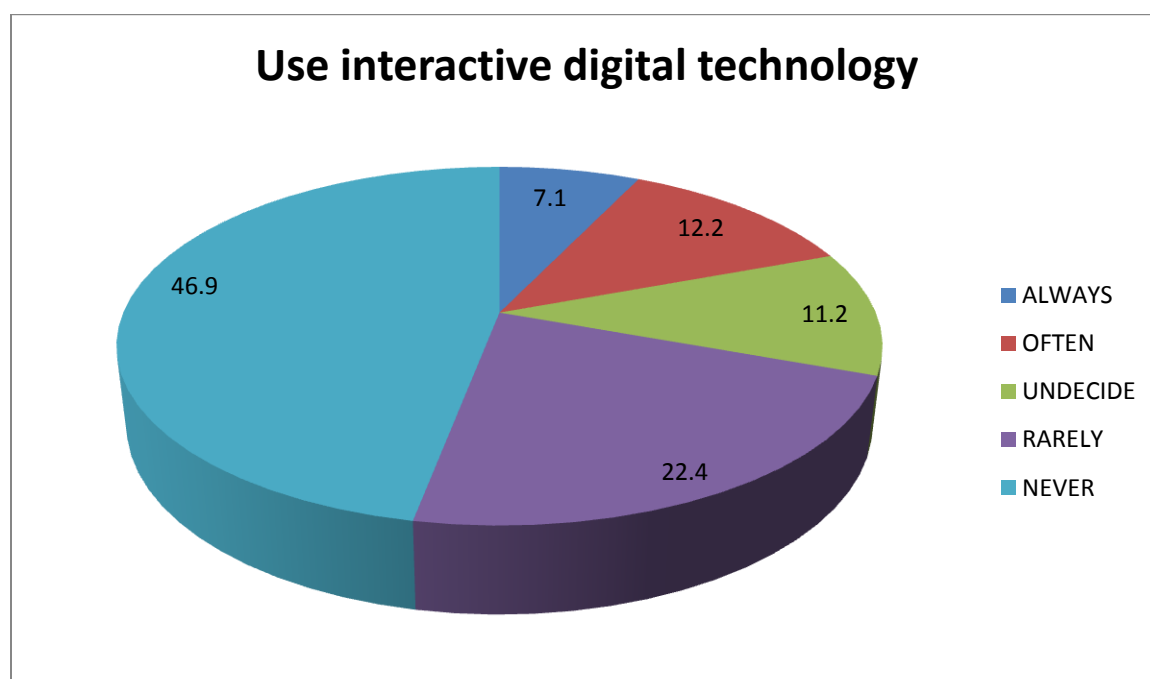


Figure 4. 3 Response on Participation in Classes that Use Interactive Digital Technology

The findings in figure 4.3 revealed that nearly half of the respondents 46 (46.9%) never used interactive digital technology in their English classrooms. Similar to the former respondents 22(22.4%) of them rarely engaged in language classroom which is facilitated with interactive digital technology. On the other hand, 11(11.2%) were undecided, 12(12.2%) and 7 (7.1%) respondents were involved in lessons with interactive technology

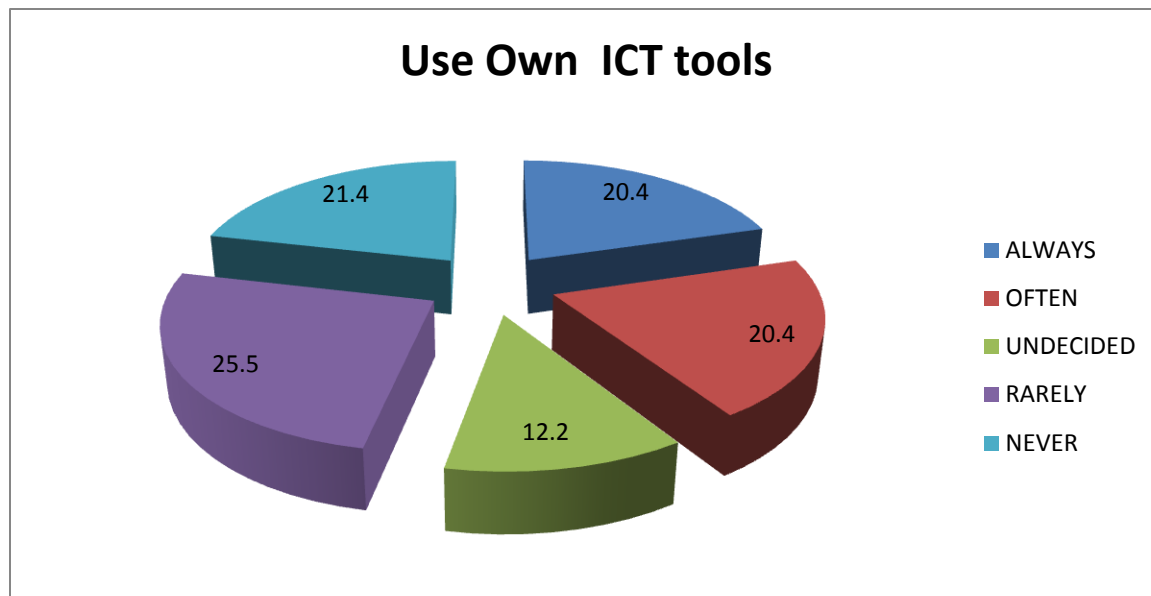


Figure 4. 4 Using Own ICT Tools for Learning Purpose

The findings in figure 4.4 showed that 21(21.4%) of the respondents have never used their own ICT tools in order to learn English language. Meanwhile 25(25.5%) of them rarely engaged in using their own ICT tools for the same purpose. Only 12(12.2%) of the respondents were still undecided and the other 20(20.4%) were often use ICT (their smart phone) tools to learn English language .the remaining 20(20.4%) have always used their device for the above purpose

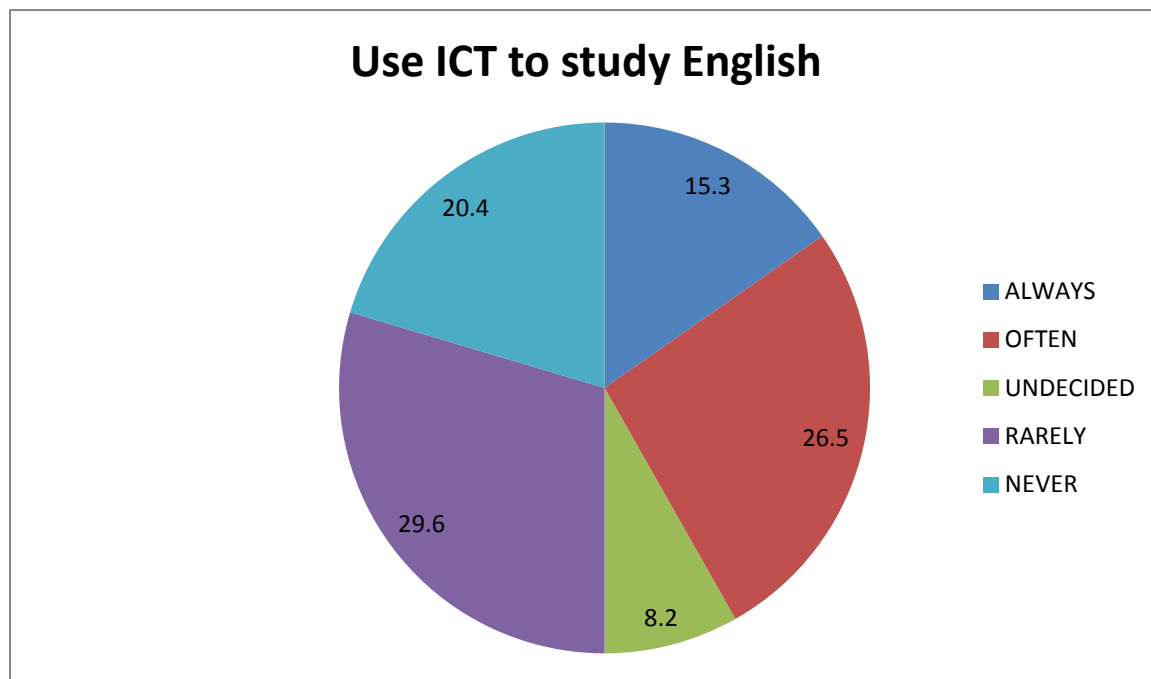


Figure 4. 5 Using ICT Materials to Study English Language

As it was showed in figure 4.5 15(15.3%) of the respondents always used ICT tools to study their English language, whereas, 26(26.5%) of them used ICT frequently in order to study English language. 8(8.2%) of them were undecided and 29(29.6%) of the respondents rarely used ICT for study purpose the remaining 20(20.4%) respondents had never used ICT for language study purpose

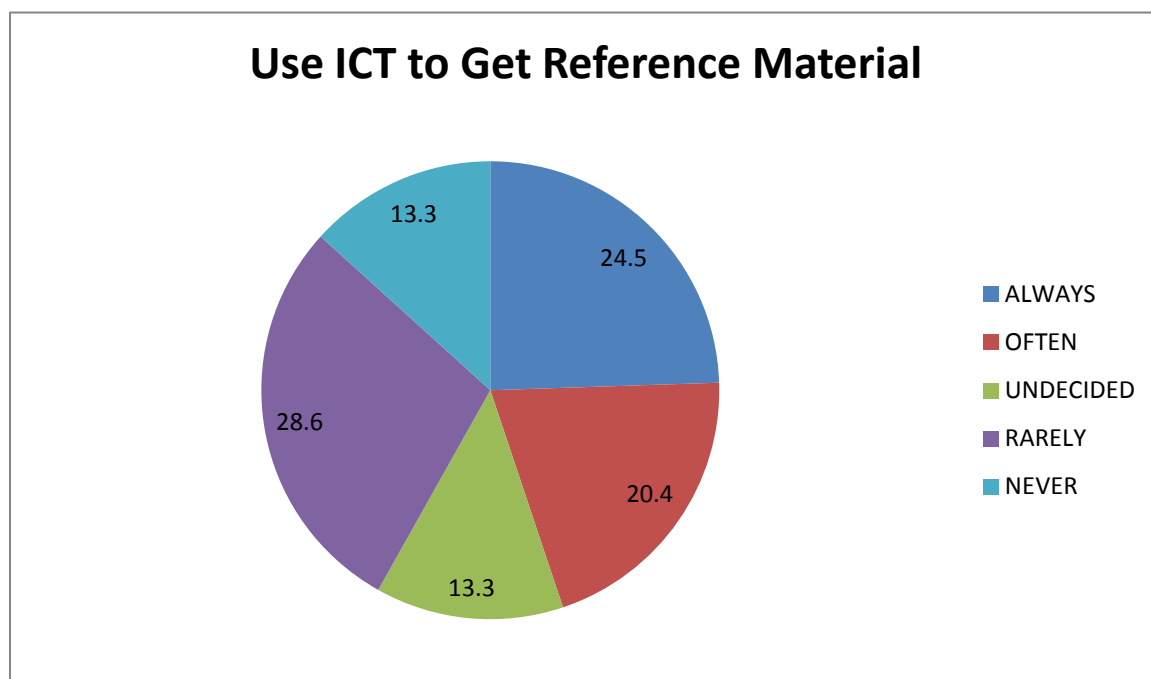


Figure 4. 6 Using ICT Devices to Get Reference Material

According to the findings in figure 4.6 a few respondents 13(13.3%) have never used ICT tools in order to get reference materials to support their English language learning. Other respondents 28(28.6%) of them rarely used internet and other ICT materials for reference purpose. more over 13(13.3%) respondents still undecided to use ICT tools for the above purpose. On the other hand, a number of respondents 20(20.4%) have used ICT frequently to get reference materials for their English language study. Finally the remaining respondents 24(24.5%) always used ICT to get reference materials

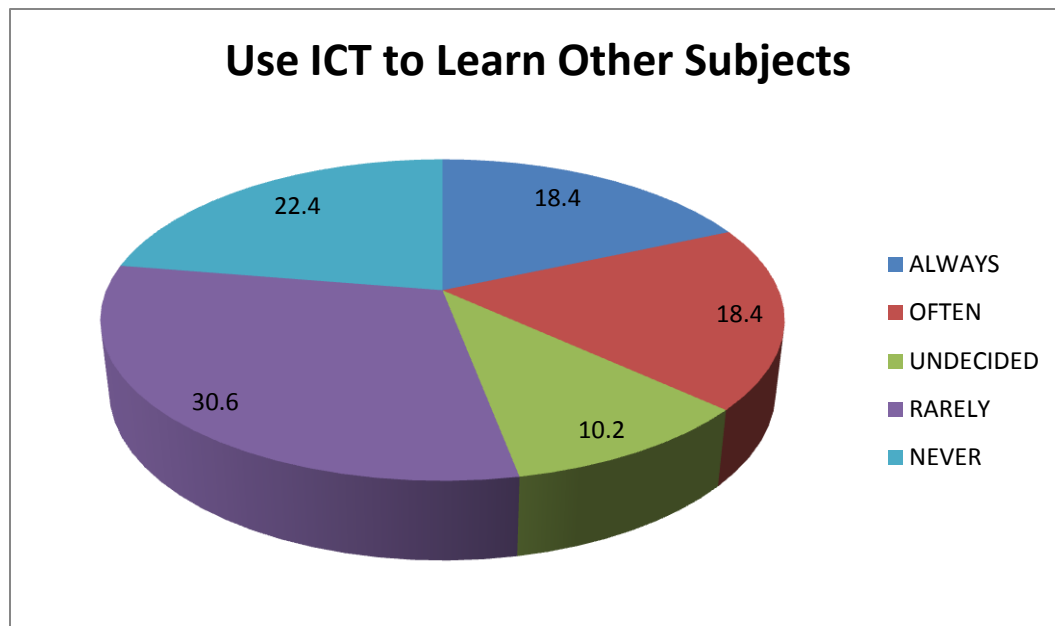


Figure 4. 7 Implementing ICT to Learn Other Subjects

According to the finding from figure 4.7 22(22.4%) respondents have never used ICT tools to study other subjects while Some of the respondents 30(30.6%) rarely used ICT in order to study other academic subjects. the other 10(10.2%) have not yet decided to use ICT in other subjects. on the other hand, 18(18.4%) them usually used ICT when they are studying other subjects the remaining 18(18.4%) respondents always engaged in ICT to study other subjects

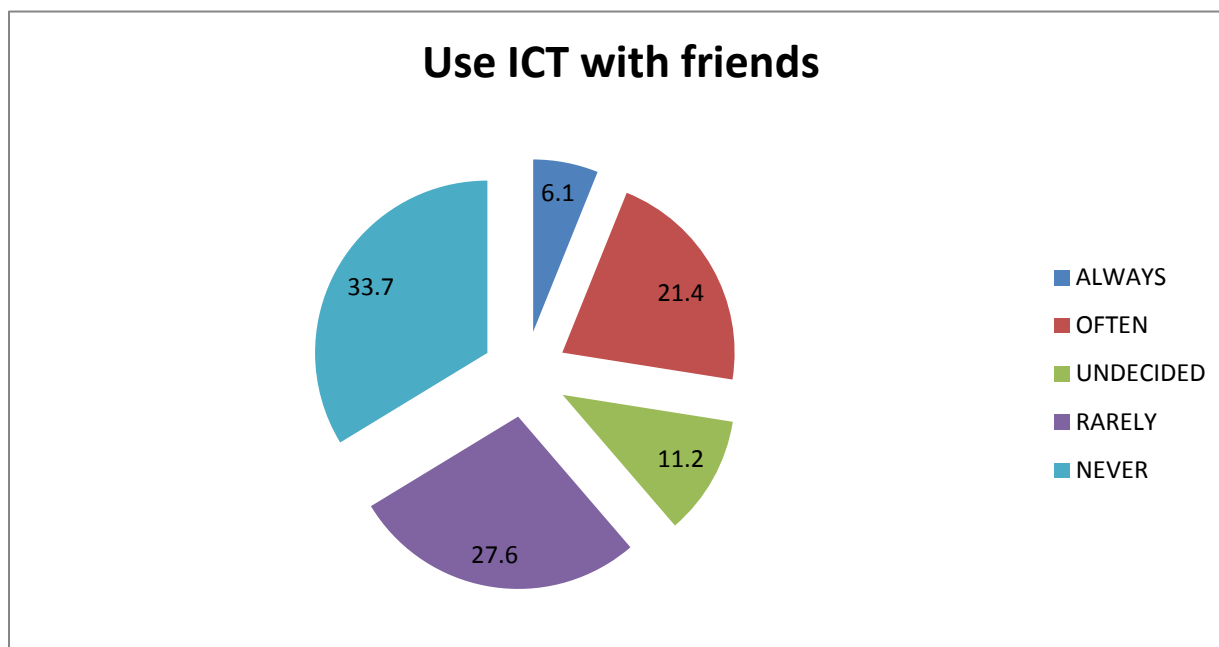


Figure 4.8-

Figure 4. 8 Use ICT with Friends to Learn English Language

The result in figure 4.8 showed that 33(33.7%) of the respondents never used internet and other ICT devices with their friend particularly for learning purpose. Similarly 27(27.6 %) of respondents agreed that they rarely used ICT materials for learning purpose. Meanwhile 11(11.2%) respondent still not decided whether they use ICT tools with their friends or not, 21(21.4%) of them usually engaged in ICT touch activities during they spent time with their friends and only6(6.5%) respondents always use ICT with their friend. Off the record, the respondents always use internet with their friends for non academic purpose

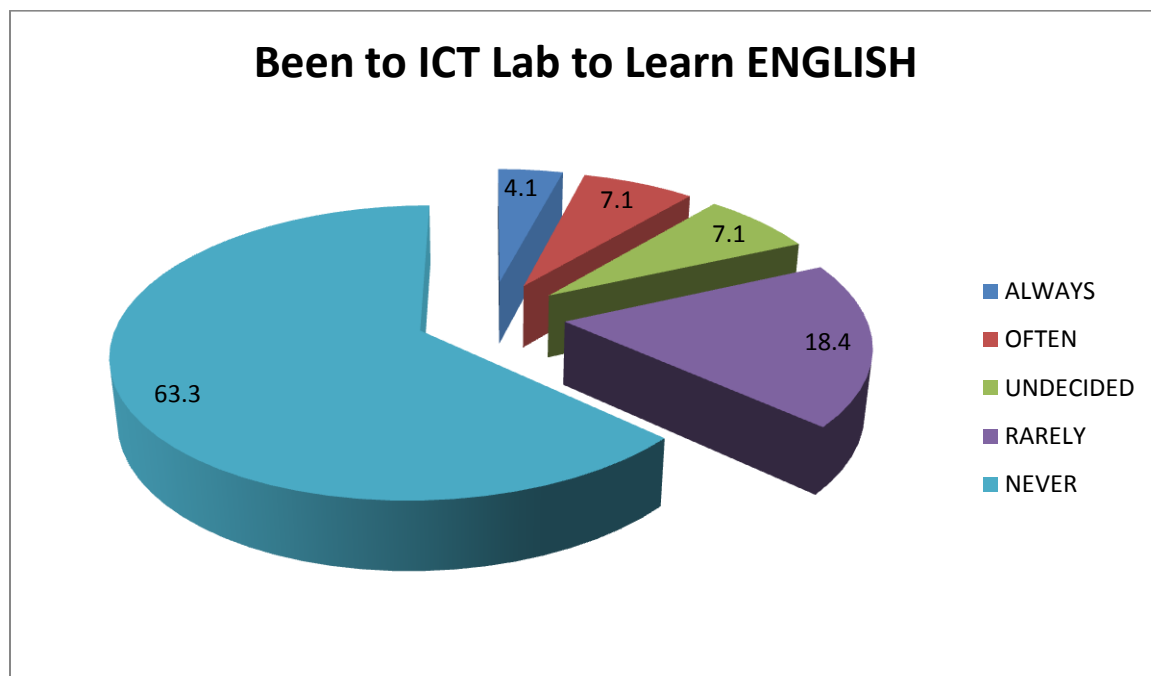


figure 4. 9 Using ICT Laboratory to Download Materials for English Lessons

According to figure 4.9 63(63.3%) of the respondents have never been to ICT lab to learn English language meanwhile 18(18.4%) of them rarely spent their time in the lab. On the other hand, 7(7.1%) were undecided, 7(7.1%) of them have often use the lab to learn English lessons. Few respondents 4(4.1%) always use the lab for English learning purpose

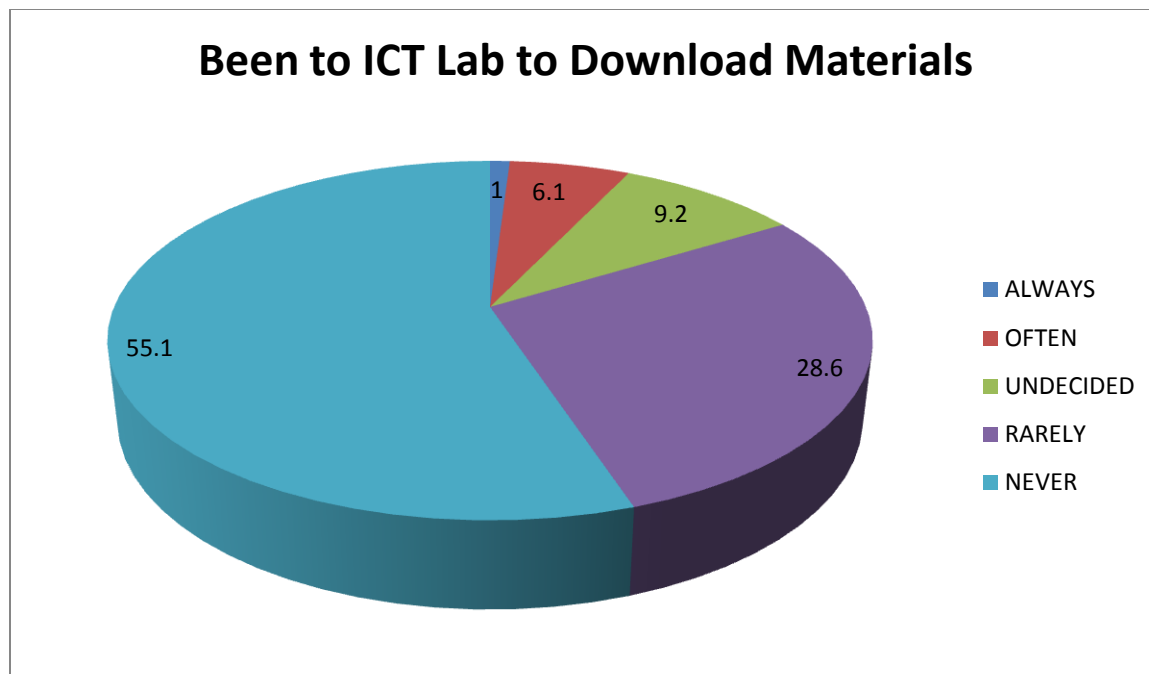


figure 4. 10 Spending Time in the ICT Lab to Down Load Materials

The result in figure 4.10 showed that more than half of the respondents 55(55.1%) indicated that they have never been to ICT lab to down load materials. In addition to them, 28(28.6%) of them rarely been to there to download materials .in contrast, 9(9.2%) of the respondents still not decided and the other 6(6.1%) usually use the lab and the remaining 1(1%) respondent always goes to the lab for the same purpose

4.1.3-Using ICT Tools for Different Purpose

This research questions was rated on a five point Likert scale from always (1) to never (5). In order to make the data analysis convenient and manageable, the mean values were interpreted as 1:00 to 2.49 were high frequency of the activity performance and from 2:50 to 3:49 were undecided performance and from 3:50 to 5:00 were low performance.

Tabel 4. 2: - Mean and Standard Deviation of Using ICT Tools for Activities

Items	N	Min.	Max.	M	SD
1. On line dictionary,	98	1.00	5.00	4.2245	1.13547

2. Searching online for English materials,	98	1.00	5.00	3.2449	1.22736
3. Google translation,	98	1.00	5.00	3.0816	1.32908
4. Speaking practice,	98	1.00	5.00	3.2653	1.27264
5. Listening practice,	98	1.00	5.00	3.0102	1.39583
6. Reading practice,	98	1.00	5.00	2.9592	1.42089
7. Writing practice,	98	1.00	6.00	3.1939	1.44777
8. Web based flashcard to learn vocabulary,	98	1.00	5.00	3.7857	1.30226
9. Web based pronunciation lesson,	98	1.00	5.00	4.2653	1.04093
10. Discuss assignments with teacher via email,	98	1.00	5.00	4.5816	.79850
11. Discuss assignments with friends via email.	98	1.00	5.00	4.2245	1.13547

Note: - 1= Always, 2 = Often, 3=Undecided, 4=Rarely 5= Never

N= Total respondents, Min = Minimum, Max = Maximum, M = Mean and SD = Standard Deviation

, Max = Maximum, M = Mean and SD = Standard Deviation

The respondents were given eleven questions regarding the frequency of their ICT usage in English language learning, Based on a scale where 1 = always, 2 = often, 3 =undecided, 4 = rarely, and 5 = Never.

According to the finding from table 4.2, the data analysis for online dictionary use showed with (mean = 4.2245 and SD = 1.135), that the performance was very low, and the respondents were also asked to rate their usage of ICT for searching online English materials, most of them rated with a mean of 3.245 and SD=1.227 that the performance was undecided here. The other activities given to the respondents were using ICT tools for Google translation. The respondents were rated with mean of 3.081 and SD 1.328 that the performance was undecided,. Similar to the former activity, majority of the participants were also rated undecided to involve in using ICT in order to practice their language skills by implementing ICT into their lesson major skills like speaking with mean 3.2653 and SD 1.272. Listening with mean of 3.0102 and SD 1.395, reading

with 2.9592 mean and SD 1.420 writing with a mean of 3.1939 and SD 1.447 were indicated. In addition, the students rarely engaged in activity, searching web-based flashcards to study new words, with a mean of 3.785 and SD 1.302. Meanwhile, more than half of the learners have never got involved in using web based pronunciation lesson with a mean of 4.265 and SD 1.040 so, their performance was low. Moreover, the finding also showed that the respondents spent little time using emails to discuss assignments with their teachers and their friends with mean of 4.5816 and SD 1.798 and mean 4.224 and SD 1.135 respectively with low performance, rather they spent lots of their time chatting with friends using different social media.

4.1.4 Students Perception of Using ICT in Their English Language Classes

The researcher wanted to establish students' perception on the use of ICTs in learning English language. The respondents were asked to indicate their interest which frequently uses ICT tools when they were learning English language. Their responses were as shown in figure 4.2.1

Table 4.3: - Students' Perception of Integration of ICTs in Learning English

Students perception of ICT for English language learning		SA	A	UN	D	SD
Study English more effectively in general	F	29	49	11	6	3
	%	29.6	50	11.2	6.1	3.1
Improve my reading skill	F	42	48	4	3	1
	%	42.9	49	4.1	3.1	1
Improve my speaking skill	F	34	51	9	4	-
	%	34.7	52	9.2	4.1	-

Enhance my listening skill	F	33	51	10	4	---
	%	33.7	52	10.2	4.1	---
Improve my writing skill	F	38	52	12	3	--
	%	38.8	53.1	12.2	3.1	--
Acquire more vocabulary items	F	31	52	12	3	--
	%	31.6	53.1	12.2	3.1	--
Acquire more grammar knowledge	F	44	36	10	6	2
	%	44.9	36.7	10.2	6.1	2.0
Learn English in funny way using applications	F	24	51	12	7	4
	%	24.5	52.0	12.2	7.1	4.1
Communicate with my teacher easily	F	29	42	10	14	3
	%	29.8	42.9	10.2	14.3	3.1
Gain more updated English materials	F	28	47	16	7	---
	%	28.6	48	16.3	7.1	---

KEY- SA-Strongly agree, A-Agree, UN-undecided, D- Disagree, SD-Strongly disagree

It is evident from table 4.3 that 29(29.6%) of the respondents were strongly agree and 49(50%) of them agree on the usage of ICT helps them to study English effectively. however, 11(11.2%) of the respondents were undecided, 6(6.1%) of them were disagree and the remaining 3(3.1%) of the respondents were strongly disagree about ICT helps to study English language effectively. This indicated that most of the students 78(79.6%) believed that ICT could play an important role in studying English language

The response on the second statement, ICT helps me to improve my reading skill, showed that 42(42.9%) of respondents were strongly agree and 48(49%) were agree on the statement. Meanwhile, the other 4(4.1%) and 3(3.1%) of the respondents were undecided and disagreed respectively. Only 1(1%) respondent was strongly disagree on the above statement

The third statement which focused on ICT helps improvement of speaking skill, 34(34.7%) of students strongly agree, and 51(52%) of them agree on the issue. On the other hand, 9(9.2%) were undecided and the other 4(4.1%) were disagreeing on the issue that had risen above. These findings showed that most of Abiyot kirse students agree on that ICT is helpful to study speaking skill.

Result on the fourth statement, usage of ICT on the improvement of listening skill, indicated that 33(33.7%) respondents were strongly agreed and 51(52%) of them agree on the statement.

Respondents who were undecided where about 10(10.2%) and the remaining 4(4.1%) respondents disagree on the statement

The fifth statement, ICT improves my writing skill, showed that 38(38.8%) of the respondents strongly agree on the usage of ICT to develop writing skill. Beside, the other 52(53.1%) of the students agree on the above statement. Meanwhile 12(12.2%) were undecided and 3(3.1%) of the respondents were strongly disagreeing on the above statement. The findings from the above table confirmed that almost 90(90%) of the respondents believed that usage of ICT makes a lot difference in English language learning.

Table 4.3 demonstrated that 31(31.6%) and 52(53.1%) of the respondents were strongly agreed and agree on the usage of ICT for acquiring vocabulary items. On the other hand, 12(12.2%) respondent and the other 3(3.1%) were undecided and disagree on the statement respectively. The result simply showed that implementing ICT in studying vocabulary could be much helpful for the student.

According to the result from table 4.3, majority of the respondents 85(85%) were agreed that ICT tools are helpful to acquire grammar knowledge. whereas, other few respondents 12(12.2%) were undecided and 3(3.1%) of them disagree on the above statement.

The other statement that has raisin to the respondents which focused on ICT helps learners to learn the language in funny way using applications. 24(24.5%) of the respondents were strongly agree and half of them 51(52%) were agreed on the above statement. On the other hand, 12(12.2%) and 7(7.1%) of the respondents undecided and disagree on the issue respectively. This result indicated that implementing ICT helps to learn English in a funny way.

Table 4.3 demonstrated that 28(29.8%) of the respondents had strongly agreed and 42(42.9%) of them were agreeing on usage of ICT to improve communication with their teacher. However,

10(10.2%) and 7(7%) of them believed that ICT doesn't play an important role in communication. The above data showed that students strongly believed the importance of ICT in their communication with their teacher.

The last statement, ICT helps to gain more updated English materials, indicated that 28(28.6%) of the respondents strongly agree on the statement and the other 47(48%) were agree on the issue meanwhile 16(16.3%) of the respondents were undecided and only 7(7%) of the remaining respondents disagree on the above statement. As it is indicated on the above table, almost all statements were agreed by the respondent that we can conclude that students have strong positive perception towards implementing ICT in language classes.

4.2 Analysis of the Interview

The total interviewee of this research were 5 English teachers and four of them agreed to engage with the interview but one of the teacher was unable to participate in this interview due to his personal reasons.

In order to adhere to the principle of confidentiality, the teachers would be referred to as Teacher 1-Teacher 4 (abbreviated T1-T4). Moreover, the anonymity of the respondents would be protected by the exclusive use of the pronoun "he/she". Consequently, gender is not a possible identifier in this study. The researcher insisted to use recorder during the interview, but the teachers were refused to be recorded so that, the researcher managed the interview by taking idea with hand writing. In order to fulfill the research ethical issue, the interviewees were signed a consent form before the interview.

4.2.1 Please tell me how often you will use the ICT to teach your students English?

Teacher 1 rarely used ICT tools in his English classroom. This was because of the uncomfortable of the classroom. Although the government provides plasma TV, computers and internet service, most of them were not working properly that's why it's too difficult to implement ICT in English classes. But he/she strongly believed that ICT tools play an important role to improve the four skills and other sub skills in teaching English language

Teacher 2 never used ICT materials in his/her class except plasma TV; she/he also had no interest to use ICT in English classrooms. She /he don't think that he/she is capable of using the ICT tools but he/she used the compounds wi fi connection for personal use.

Teacher 3 was a frequent user of the ICT materials. She/he used the Internet in her/his spare time when reading newspapers and different kinds of magazines. In addition, she/he used it to search for English materials, questions and other teaching sources. Moreover, she /he believed that ICT tools are helpful to teach four skills and other sub skills. Thos teacher also mentioned that although the government tried to spent in millions to improve ICT facilities, their durability and applications were lean backed time to time

Teacher 4 used the ICT materials usually but not uses it in her classroom. Her students have great desire for ICT materials but she/he thinks the facilities in the school were old and needed to be maintained.

4.2.2. There is a lab or you us simply use the classroom to teach students English using ICT?

Teacher 1- indeed there are three well furnished ICT labs in the school. But they are only limited for ICT lessons not for English lesson

Teacher 2- the respondents don't think that there is a special room or lab in his/her school in order to use it as a language lab but he/she is certain that there are three ICT labs.

Teacher 3. There are three labs in the school and they are belonging to ICT department. The respondents once tried to teach his/her students in the ICT labs but the rooms were occupied every period.

Teacher 4—the respondent stated that he/she didn't heard about the special room for English lab but she/he is aware that there are ICT labs

4.2.3 Evaluation of students' interest in using ICT to learn English

Teacher 1- the respondent didn't evaluate his student's interest towards ICT usage

Teacher 2- According to the response from teacher one, his/her students had a great desire and interest to use IICT devices. She evaluated that while she/he gave them assignment to search on the web.

Teacher 3- the students spent their break and lunch time to use wi fi internet connection, the respondent believed that this showed that the students great interest in using ICT

Teacher 4- he/she observed that most of his/her students love to engage in activities that have supported by ICT tools.

4.2.4 ICT materials you will use to teach English

Teacher 1- the school provide plasma TV , it was working before a year , at that time I used plasma but now , it doesn't working properly

Teacher 2. The respondents sometimes used his own laptop in different lessons in addition he/she also used the schools computer and internet connection to download for her personal lessons

Teacher 3. Although the schools provided internet connection, the respondent has never used them to his language lessons but he/she used it for her/his personal purpose.

Teacher 4- he / she never used ICT materials in her/his English lesson, but she thinks that the school should provide materials like laptops, head phones , microphones and other materials used for English language class.

4.2.5 Usefulness of implementing ICT for teaching and learning of English language.

All the teachers agree that ICT is an additional teaching resource. Teacher 1 gives an Example of an advantage of ICT for her/his lesson as authentic teaching aid. Teacher 2 thinks that ICT adds variety to her/his teaching, that it allows her/his to be impulsive and to see things from different perspectives. She/he says that if one wants accurate or the latest resource, then ICT materials could be good source.

Another benefit of ICT that Teacher 3 mentions is that it might be a time-saver when you want to find information quickly and prepare for your lesson .while using ICT, the lesson you provide could be delivered in time and with high quality. She/he is also in agreement with Teacher 4 that it is easy to find information on the Internet and other materials of ICT, but not as easy to find good and accurate information. Teacher 4 says “I find it more and more difficult to find the really spot on material.”Teacher 4 establishes the fact that, as the Internet is generally quite easy to use, students might think that it is also easy to use other ICT materials. “But to find good information on the internet and other ICT devices are very difficult. You have to know how to do it, how to find it”

4.2.6 Types of Language Skills you teach Using ICT

Teacher 1- replied that it is good to use ICT materials during listening and speaking skill lessons

Teacher 2- the response from the respondents indicated that listening skill and grammar lessons were suitable to use ICT tools in order to enhance them

Teacher 3. The respondent believed that all skills and sub skills are suitable to be taught by ICT materials.

Teacher 4- insists that using ICT materials are more of fruitful on listening skills, speaking skills and building vocabulary lessons

4.2.7 Challenges in implementation of ICT in teaching and learning of English.

Technical problems are the drawback that two of the teachers (T1, T2) mention.

Teacher 1 has experienced when she/he uses plasma TV in the class, in case something goes wrong. It might be the light or the plasma transmission. Teacher 2 would like to use the Internet for reading materials that might interest the students, but she/he has usually experienced so many technical Disturbances and loss of connection over the years that she/he now avoids using the Internet in the classroom. That technical problems is a concern for teachers is confirmed by the school administration

Another disadvantage of the use of ICT in English language learning that a majority of the teachers (T1, T3, T4) mention is extracurricular-activities that teachers devote their time to during lessons, using ICT materials insisted more preparation and spent more time than other ordinary lessons. All teachers involved in the interview were not ready and also had no intention to spent extra time for this unique lesson preparation and presentation.

One of the drawbacks mentioned in the interview was lack of ability to use ICT devices properly. Teacher 1 mentioned that his competency to use ICT materials (power point) was poor. Teacher 4 also indicated that his students some times guide him in usage of ICT materials. More over teacher 3 confirmed that his interest to deal with ICT materials was low

4.2.8 Evaluation of the interview guide

Except teacher 5, all the teachers answered all the questions addressed to them, that is, no teacher refused to answer any of the questions. On the whole, the questions in the interview guide posed no problems to the respondents. Only one question, number 5(**Please tell me about**

the types of language skills you will teach using the ICT) caused some of the teachers to ask for clarifications, whereupon the interviewer rephrased the question.

4.3 Observation Analyses

Observation Made by the Researcher on Teachers' Implementation of ICTs In Teaching English Language and learners in the ICT lab

To confirm respondents' responses on the issues of implementation of ICTs in teaching and learning of English language and to look ICT facilities provided by the educational bureau of Addis Ababa, the researcher made classroom observation . The classroom observation was designed specifically to gather information towards cross checking teachers response of interview and students questionnaire response. In addition the researcher wanted to observe ICT facilities in the classroom. English language teachers were observed teaching on different occasions moreover, students were observed while they were in their ICT lab. The observation guide used was divided into 5 major sections namely: if there is ICT lab, ICT materials found in the lab, Teaching and learning of English using ICT, ICT applications Used in the lab, and ICT Sites Used by the students. The results of specific observation areas were analyzed and summarized here

The researcher made the first observation on March 2, 2017, code 3, a teacher, was teaching an English lesson on phrasal verbs. There was a plasma and school net internet connection but the teacher used none of them. I had observed that the lesson was given in a traditional way, lecturing the lesson after giving a large note about the function of phrasal verb. During the lesson, some students who seated at the back were using their smart phone.

On the second observation, March 26, 2017, I attended code 1, a half visually impaired English teacher, class. The lesson was about Listening skill that the teacher brought his own laptop in order to let the students to listen an audio. After the lesson, I asked the teacher why he didn't use the plasma and he told me that the whole plasma found in the school was not working.

The last observation had taken place in the schools ICT lab. The detail analysis would be

Presented below.

1. If there is ICT lab

According to the third observation that had taken place on April 2, 2017, there were three ICT labs in the school. The students used the lab while they were attending their ICT lesson .the labs were controlled by ICT teachers and the teachers locked the lab after they have finished their lesson so that the students have minimum chance to use the lab in their break time and lunch time

2. ICT materials found in the lab,

During the researcher's observation in the ICT lab, the following ICT devices were found in the three labs

- Computers with broad band internet connection facilitated by the school net program
- Plasma TV with internet connection
- Computer speakers connected to every computer in the room

3. Teaching and learning of English using ICT,

During the observation, the researcher tried to observe English teacher in their classrooms .from the three teacher only one of them tried to use laptop in his listening skill activities. The rest of the teachers still used traditional way of teaching even if their topics were suitable to use different active learning methods with the support of ICT materials

4. ICT applications Used in the lab,

The researcher sought to establish specific findings towards ICT application used in the ICT lab .according to the observation made by the researcher, most of students used game application like vice city, salandrias and other kinds of games but none of them were used application which were helpful for their academic lessons not only the students but also the teachers found in the Lab were not engaged in such kinds activities.

5. ICT Sites Used by the students

Most of the students were used YouTube to watch music clips and downloading series movie. as the teacher told me, face book was blocked from the server that's why internet users attached with YouTube .in contrast to the purpose, the researcher observed that very few students use the internet and ICT materials for educational purpose.

4.5 Chapter Summary

The chapter had presented the data, analyzed and discussed the main findings of the study based on the study objectives. Implementation of ICT in teaching and learning of English language in Abiyot Kirse preparatory schools in kirkos sub city, Addis Ababa. Several insights on implementation of ICT in teaching and learning of English language have been pointed out. The findings of this study could be generalized to other schools found in Addis Ababa. The following last chapter presented summary, conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5. Introduction

This research aimed to assess the nature and level of implementation of ICT in teaching and learning of English language in Abyot Kirse preparatory school. It also explored to asses ICT devices available in the school. It also concerned to assess the implementation of ICT in English language classrooms, to review factors that prevent from applying ICT in language classrooms and finally to investigate students and teachers perception towards using ICT in their language class

This chapter provides a summary of the study findings and conclusions based on research questions. The chapter also makes recommendations from the findings drawn from chapter four in view of the research stated objectives. Suggestions for further research are also given.

5.1 Summary of the Research Findings

According to the information given in different parts of this research, the aim of the study was to investigate the nature and level of implementation of ICT in English language class: the case of Abyot Kirse Preparatory School which is found in Kirkos sub city, Addis Ababa city administration. To deal with this research, background of the study, statement of the problem, objectives, and research questions, significance of the study, its delimitation and limitations were prepared. In addition, review of related literature and related studies were also provided in the study.

Based on the objectives, the research questions, the literature review and related studies, the research design was determined where mixed method research type was used. Based on the research design the study's site and population were identified. From the study sites and the target population, the grade level and the respondents as the source of data were sampled using purposive and simple random sampling techniques.

The site of the study was Abiyot Kirse Preparatory School and grade 11th students were sampled by using purposive and simple random sampling. In addition, English teachers who taught in this level were the part of the research. However, to collect data, the appropriate instruments, namely, questionnaire with likert scale and semi-structured interview guide were prepared. The data gathering instruments, such as, the questionnaire was administered among 98 students and the interview was carried out with five English teachers. In such a way, most of the questionnaires (98) were returned but two of them were lost.

Finally, the data gathered using questionnaires and interview were cleaned, coded and prepared for data analysis. The data from the three instruments were analyzed, presented and discussed with the help of SPSS (Statistical package for social science) version 20:00 in descriptive statistics, such as, frequency, percent, mean, standard deviation, tables and statements. The results of the data analysis were also presented and discussed on the basis of the research questions designed and discussed earlier on in Chapter One.

The data analysis made in chapter four and their interpretation leads to the following major findings summarized below.

5.2 Major Findings

This study tried to investigate the nature and level of ICT implementation in English language classes at Abiyot Kirse Preparatory School. Therefore, to realize the aim of the study, quantitative and qualitative data were collected and analyzed using descriptive statistics. The results of the data analysis showed the following findings. The findings presented depending on the research questions.

The nature and level of implementation of ICT in English classes

This part included a summary of the findings related to the nature and level of implementation of ICT in teaching and learning of English language. This part is sectioned into the following sections discussed below.

Respondents' background information

This section of questionnaire divided into sub divisions like Gender, Access to computer, Access to own smart phone, membership of the respondents in ICT club and their interest to use ICT materials.

Gender

The study established that majority of the respondents were female (63%) the rest of the respondents were male.

The Respondents Access to Computer in Their Home

The study established that most of the respondents (63%) hadn't own computer in their home. It's obvious that in a government school like Abyot Kerse .The students were from low income family and it's too expensive to buy a personal computer for their children.

The Respondents Access to Smart Phone.

The study established that, in contrast to the above finding, more than half of the respondents (77%) own latest smart phones. This result showed that if the teachers were interested to implement ICT in their English class, it would be possible to apply it with the help of smart phones. Similarly, students might use their own phone to support their English language learning

The Respondents Membership to ICT Club

The study established that majority of the respondents (56%) were not engaged in the schools ICT club .even some of them (27%) had no idea for the presence of the club. This simply showed that most of grade 11 students didn't have a chance to improve their ICT skill by participating in their ICT club.

Respondents Interest to Use ICT Materials

The study establishes that majority of the respondents (77%) had high interest to be learned English with the help of ICT material. this finding strengthen the idea of implementing ICT in English language learning

Respondents Usage of ICT Devices and Internet Service

According to the response from the respondents, the study established that almost all of the respondents rarely used ICT devices and the internet for the purpose of English language learning and they also never using it to study other academic subjects. Rather both the teachers and the students frequently engaged in social medias .the finding showed that the participant of the study still not using ICT devices and the internet for educational purpose

Availability of ICT Resources in Schools

The study established that the school had computer facilities and related resources though not adequate. Some of the available resources included computers, plasma TVs, over head projector, CD and flash cards, school net internet connection and WIFI service were provided by the school but, other resources such as Smart boards were not provided. Although these ICT materials had been provided, they were not working properly. For instance, according to the teachers' interview, most of plasma TVs found in the compound were not working and needs to be repaired. The internet connection was on and off.: The computers were unsecured and attacked by computer viruses. The study also established that although the school had overhead projector and video cameras, they were reserved only for trainings and meetings. This impacted negatively on the use of ICT to support the teaching and learning of English language.

Teachers' and Learners Perception about Implementation of ICT in English Language Classes

The study established that both English language teachers and learners had positive perception towards implementing ICT materials in English language learning and teaching. According to the finding from student's questioner, most of students agreed that ICT could help the process of

learning English. Similar to the learners the teachers' interview indicated that all the respondents had a positive attitude to implement ICT in their language classes if the challenges would be solved.

Challenges Faced by Teachers in Implementing ICT in Teaching of English Language

The study established that the main challenges both English language teachers and learners faced in teaching and learning of English language were

- Low Competency of the teachers and the learners to handle ICT devices
- Shortage of ICT resources,, computer, both teachers and students
- Lack of sufficiently committed computer technicians and specialized ICT teacher in languages to assist and guide the English language teachers and learners on use of ICT
- Lack of adequate time for English language teachers to prepare and implement ICT resources in teaching
- Frequent power loss
- Low Teachers commitment to implement ICT resources in English classes due to their payment issue
- The strict nature of the curriculum which had little space for such activities
- Dominancy of social media that both the teachers and specially, the students spent their time on it.
- Inadequate network access.

5.3- Conclusion

Based on the findings of the study, the following conclusion were made

A. The level and nature of implementing ICT in teaching and learning of English language is low. The implication of this conclusion is that English language teachers were not committed to implement ICT in their pedagogical practices.

B. Both English language teachers and learners had positive perception towards implementation of ICT in teaching and learning of the language but seem to lack motivation and commitment. The implication of this conclusion is that English language teachers and learners perception can be objectively be motivated by solving the challenges preventing them from implementing ICT i in teaching and learning of English language.

C. Majority of the teachers and learners are not skilled in performing different ICT touch language lessons. This affected their performance in implementing ICT in their teaching and learning of the language. The implication of this study concluded that the school has to arrange basic ICT usage training for both the teachers and the learners.

D .Implementation of ICT in English language classes in Abyot Kerse preparatory school was faced by many challenges that kept the teachers and the learners from applying it.The implications of the study concluded that measures should be made by stakeholders as soon as possible to overcome those mentioned challenges in order to implement ICT in language classes. The study proposed that the solutions should focus on trainings, facilitating the school with necessary and appropriate ICT resources. Furthermore, the teachers has to be motivated by different incentives for their extra time that they spent on ICT touch lessons

5.4 Recommendation

The study makes the following recommendations in the strong hope that stake holders in education sector would consider them useful and find ways to enhance implementation of ICT in English language teaching and learning. These recommendations, it is believed would have implications for teachers" pedagogical practices in secondary and preparatory schools.

- The study recommends that teacher training institutions and universities should train the teacher trainees on how to implement ICT in their teaching and learning activities in their specialized areas. The training should include all ICT resources like use of Smart Boards, PowerPoint, how to use internet properly and insertion of video clips in a lesson among others. This should be part of micro-teaching skills.

- The study recommends that the government, through the ministry of education and other non-government bodies, should provide resources together and monitor them to make available the ICT resources required not only for their cheap propaganda but also for real, effective usage of them
- The schools should search for other power solutions for instance, Installation of solar panels and generators should be provided to schools. In addition, Internet connectivity should be putted in place in most schools for instance; fibrotic cables can be used to enhance easier Internet access. This would encourage all the teachers and learners to be motivated in ICT and implementing it into their teaching and learning activities.
- ICT teacher should assist and encourage the English teachers who implement ICT in their teaching and learning activities.
- Teachers should be encouraged to be more creative and focus on essential classroom instruction strategies and other active learning methods that move with time to achieve their subject objectives.
- The students' text book and the teachers' guidebooks should include a variety of ICT resources and tasks to be performed by students. Other resources like online materials or web materials should be included in the teacher guide books for references. English language teachers should be motivated to acquire their own ICT related materials like recorded voices and speeches on CDs that can be used to teach listening skills, DVDs to teach set books, stories and PowerPoint extracts from students compositions or from literature works. In general, for future, if the government aim to revise the curriculum and syllabus, it is recommended to include use of ICT in English language and other subjects..
- School administrators should support English language teachers in embracing technology plans to share a common vision with them in order to stimulate them to use technology in their lessons. This will motivate them to select the appropriate ICT resources that are appropriate to the subject in terms of the learning need and preferences of their individual learners. The resources can be used by teachers to prepare their lessons demonstrate the content/ subject matter, access information and even store the material electronically and even modify it for different topics and level so learner.

- The government has to be concerned not only providing the resources but also their proper working and their maintenance, the big budgeted plasma TVs were thrown out and nobody gives attention to them

5.5 Suggestions for Further Research

This study has raised certain issues concerning implementation of ICT in teaching and learning of English language in Abyot Kirse Preparatory school. In this respect, the study recommends that further research should be done in the following areas:

- The advantages and disadvantage of implementing ICT in teaching and learning of English language on students' performance.
- Effectiveness of implementing ICT in English language learning
- Factors affecting to integrate ICT in Academic Lessons.

5.6 Chapter Summary

The chapter tried to deliver the main conclusions drawn from the findings of the study. Relevant recommendations regarding the nature and level of implementing ICT in teaching and learning of English language, teachers and learners' perceptions about implementation of ICT and the challenges encountered by both teachers and learners in their effort to implement ICT in their teaching and learning activities have been put forward. Suggestion for further research related to the research area has been made.

In conclusion, it is hoped that the recommendations and the information obtained from this study will be put into consideration by all the stakeholders in education to improve on the current practices in teaching and learning of English language not only in Addis Ababa preparatory schools but also all over the countries school,

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Appendix 1

STUDENT QUESTIONNAIRE

Part I: - Aims and Instructions of the Questionnaire

Dear students, this questionnaire are designed for the purpose of educational research for post graduate study at Adama Science and Technology University (ASTU), School of Social Science and Humanities, Department of English. Its main aim is to explore the implementation of ICT in EFL classes at Abiot Kirs Preparatory School. Therefore, your genuine responses to the entire questions are extremely valuable for the study.

The questionnaire has **three** pages, which are composed of instructions and different questions under **3 (three)** parts. **Part One** deals with the purposes of the study and instructions on how to complete the questionnaire. **Part Two**, which has 5 **(five)** questions, is meant to obtain background information on respondents. Next, **Part Three**, which is consists of **various sub sections and** questions, is designed to obtain information implementation of ICT for the teaching and learning of EFL, in general.

So, you are politely requested to read all questions carefully and to respond honestly to provide the required information. You can provide your answer by making an “X” or “√” mark in the boxes given in front of the choices. Finally, the producer of the questionnaire likes to disclose that she/he is greatly indebted to all people, who will take part in providing information to the study by filling out the questionnaire. Moreover, the help received will be greatly acknowledged in the paper.

Thank You!

Part II: - Respondents Background Information

Direction: - The following items are prepared to get some information about, you, respondents.

So, please provide your answer by making an “X” or “√” mark in one the boxes given in front of the choices.

2.1 Gender: -

A. Male [] B. Female []

2.2 Do you have access to computers at home?

A. Yes [] B. No []

2.3 Do you have access to smart phones?

A. Yes [] B. No []

2.4 Are you member of the ICT club?

A. Yes [] B. No [] C. There is no ICT club []

2.5 Your interest to use ICT materials is _____.

A. Very high [] B. High [] C. Undecided [] D. Low [] E. Very Low []

Part III: - Items on Respondents ICT and Internet Use

Direction: - Items in the following table are prepared to get information respondents ICT and internet use. So, please provide your answer by making an “X” or “√” mark in one of the boxes under the choices.

R.N	Details of Question Items	Always	Often	Undecided	Rarely	Never
	How often have you					
3.1	Learned English in classes that use the ICT?					
3.2	Participated in the ICT club?					
3.3	Participated in classes that use interactive digital technology?					
3.4	Used your own ICT tools (smart phone, laptop) to learn English?					
3.5	Used ICT tools (smart phone, computer) to study English?					
3.6	Used ICT tools (smart phone, computer) to get reference materials?					
3.7	Used ICT tools (smart phone, computer) to learn other school subjects					
3.8	Used ICT tools (smart phone, computer) with friends to learn English?					
3.9	Been to the ICT lab to learn English?					
3.10	Been to the ICT lab to download materials for English lesson?					

Part IV: - ICT Use in English Classes

Direction: - Items in the following table are meant to assess how often you used ICT in English classes for these activities. So, please provide your answer by making an “X” or “√” mark only in one of the boxes under the choices.

R.N	I have used ICT tools for activities, such as,	Always	Often	Undecided	Rarely	Never
4.1	On line dictionary,					
4.2	Searching online for English materials,					
4.3	Google translation,					
4.4	Speaking practice,					
4.5	Listening practice,					
4.6	Reading practice,					
4.7	Writing practice,					
4.8	Web based flashcard to learn vocabulary,					
4.9	Web based pronunciation lessons,					
4.10	Discussing assignments with the teacher via email,					
4.11	Discussing assignments with friends via email,					

Part V: - Students Perceptions of ICT for Language Learning

Direction: - Items in the following table are prepared to assess students’ perceptions about of the use ICT for learning English. So, please provide your answer by making an “X” or “√” mark only in one of the boxes under the choices.

R.N	The use of ICT helps me	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5.1	Study English more effectively in general,					
5.2	Improve my reading skill					
5.3	Improve my speaking skill,					
5.4	Improve my listening skill,					
5.5	Improve my writing skill,					
5.6	Acquire more vocabulary items,					
5.7	Acquire more grammar knowledge,					
5.8	Learn English in funny way using applications					
5.9	Communicate with my instructor easily					
5.10	Gain more updated English materials					

Appendix 2

INTERVIEW CONSENT FORM

Teacher Interview Agreement Form about the Implementation of ICT in EFL Classes

Dear interviewee, this form is prepared to get your informed consent thereby to take part and provide data to the interview prepared for educational study for post graduate program at ASTU, School of Social Sciences and Humanities, Department of English. The aim of this face-to-face interview is to obtain data on the implementation of ICT in the teaching and learning of ICT in EFL classes at Abiot Kirs Preparatory School.

Therefore, your genuine responses to the entire interview are extremely valuable. So, when you are taking part in this interview session, you will be asked questions about the implementation of ICT in the teaching and learning of ICT in EFL classes in the school.

The information you provide will be kept confidential and you won't be identified. You are also free to withdraw from the interview any time without any penalty. If you have any enquiry about the study and the procedures of providing data (answering questions), you are at liberty to ask the researcher at any time. You can also contact ASTU for any information on the study.

I understand that the data collected will be used to examine the implementation of ICT in the teaching and learning of the EFL lesson. So, I consent that the data is going to be used in this manner only and I also saw the researcher sign to use the data for the purpose indicated.

If you wish to take part in this study please put your name and sign below.

Name_____, ***Sign***_____, ***Date***_____.

I, the researcher, consent to use the interview data as described above.

Name_____, ***Sign***_____, ***Date***_____.

Appendix 3

TEACHER INTERVIEW GUIDE

Dear teacher, welcome to this face-to-face interview session!

1. Please tell me how often you will use the ICT to teach your students English?

2. Now, tell me whether there is a lab or you us simply use the classroom to teach students English using ICT?

3. How do you evaluate your students' interest in using ICT to learn English?

4. Let me ask you about the ICT materials you will use to teach English.

4.1 What ICT material does the school provide for the teaching and learning process?

4.2 What materials are not provided but you think are useful?

5. Please tell me about the types of language skills you will teach using the ICT?

5.1 The major skills?

5.2 The sub skills?

6. Next, would you please tell me how you will use the ICT to provide students activities?

7. How useful have you found integrating IC technology for teaching and learning of English language?

8. Finally, what are the short comings of in integrating IC technology in teaching and learning of English?

I have finished my questions. Let me give you the chance if you have any comments or questions about the interview.

Thank you!

Appendix 4

ICT USE OBSERVATION CHEKLIST

School: - _____ Year: - _____ Semester: - _____

Grade Level: - _____ Section: - _____ No. of Students: - _____ Class Size: - S / M / L

Lesson: - _____ Chapter: - _____ Page: - _____

Class Teacher Code: - _____ Observer: - _____ Date: - _____

R.N	Details of use of ICT	Check List		Remark
		Yes	No	
1.	There is ICT Lab			
2. ICT materials in the lab				
2.1	Desktop computer with internet access			
2.2	Desktop computer without internet access			
2.3	Plasma TV with internet access			
2.4	Plasma TV without internet access			
2.5	Digit camera (camcorder)			
2.6	Video deck			
2.7	TV set			
2.8	Head sets			
2.9	Video projector			
2.11	Over head projector			
2.12	Tape recorder			
2.13	Radio			
3. Teaching and learning of English using ICT				
3.1	Reading			
3.2	Listening			
3.3	Speaking			
3.4	Writing			
3.5	Vocabulary			
3.6	Grammar			
3.7	Pronunciation			
4. ICT applications Used				
4.1	Emails			
4.2	Google map			
4.3	Translator			
4.4	Encarta Dictionary			
4.5	Encarta World			
5. ICT Sites Used				
5.1	Face book			
5.2	Yahoo			
5.3	Google			
5.4	Twitter			
5.5	You Tube			

