



## ROLE OF ICT IN THE PROCESS OF EFL TEACHING AND LEARNING IN AN ARAB CONTEXT

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### ABSTRACT

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The immense growth in information and communications technology (ICT) has introduced a myriad of opportunities to the education sector globally. In today's educational arena, EFL teachers aim to use technology in foreign language education to contribute to the mode of instruction in language teaching and learning. The aim of the current study is to explore the impact of ICT in teaching English as a foreign language. The quantitative method of data collection and a questionnaire were used for the induction of the ICT spectrum and its impact on the EFL classrooms at the English Language Institute (ELI), King Abdulaziz University (KAU-Saudi Arabia). For data collection, 50 language instructors from the ELI-KAU participated in the process. The study investigates the process of developing skills among EFL learners with the help of ICT and the appropriate training of ICT utilization by EFL teachers. Finally, the study investigates the impact of ICT use in EFL classrooms by observing its advantages and disadvantages and offers prospectus solutions and remedial measures to counter these problems. The literature review in this study focuses on the fact that most of the research conducted in relation to ICT in EFL teaching and learning processes revolves around the use of ICT tools, obstacles and challenges faced by the teachers and their perceptions and views regarding ICT. This review of the study further debates the gaps in previous research and launches a theoretical concrete background for further studies, specifically in Saudi Arabia.

**Contribution/Originality:** This is one of very few studies that has investigated multiple aspects of ICT training of language teachers in order to change their perceptions regarding ICT integration in language learning processes and opens gateways for innovative ideas and new research in this field.

### 1. INTRODUCTION

In the contemporary world, the scope of education is inadequate without the induction of new technologies. Information and communication technology (ICT) has thus emerged as a global expediter of the learning process all over the world. It has also provided language learners with an opportunity to develop their skills more comprehensively and efficiently through adopting an effective mode of learning that contributes to multiple aspects of their professional lives. Effective use of ICT in the EFL classroom sets the foundation for a fruitful learning process for both teachers and learners. Multiple studies conducted across the globe point to the fact that the incorporation of ICT in the teaching process, especially in language teaching, boosts learners' motivation levels and their enthusiasm to participate in the learning process. Technological revolution and innovations have come to have a strong impact on our social, cultural and professional lives, removing boundaries in the global arena and drawing

a new and interesting pattern for humans' everyday lives. One of the key contributions of technology has been the reduction of problem-solving time to the minuscule temporal frame of the so-called 'one click'. At the same time, the biggest challenge to the process of technology integration has consistently been teachers' and students' unfamiliarity and inability to effectively use technology. It is, therefore, important to train EFL teachers for the effective incorporation of technology-related skills into the pedagogical infrastructure and the language teaching process. This will also help them to improve the teaching process by utilizing new technologies for future learning aspects. The current study presents an evidential overview of ICT incorporation to the language learning process from basic to advanced levels in an Arab context. It scrutinizes the use of ICT tools in EFL classrooms and the teachers' insights on ICT utilization. Furthermore, the study focuses on the evaluation and discussion of the empirically used ICT tools and their endorsement for EFL classes at the ELI, King Abdulaziz University, Saudi Arabia.

## 2. LITERATURE REVIEW

The impact and ubiquity of technologies, new and old, in every walk of life seems to be a global and irreversible phenomenon. Numerous studies point to the indispensable presence of ICT and social media in human life and their profound impact on every aspect of our lives and the consequent transformation of the mode of teaching into a techno-based one. The development of ICT in learning, however, has come about following numerous phases and challenges. In the modern world, individuals, societies and institutions share a common evaluation criterion, i.e., the effective use of ICT. According to [Balanskat, Blamire, and Kefala \(2006\)](#) the majority of studies confirm that using ICT in education helps the learner to play an active role in their learning process, rather than being the conventional passive learner. Incorporating ICT in the language learning process may have certain merits and, of course, demerits but there are clear advantages such as the inclusion of problem-solving techniques, development of collaborative learning skills, using adjustable learning opportunities with enhanced learning productivity that make the advantages far outweigh the disadvantages ([Bitter & Legacy, 2008](#); [Chambers, 2011](#)). Similarly, as mentioned by [Lin, Wang, and Lin \(2012\)](#) ICT has proved significantly helpful in improving the effectiveness of teaching and learning in educational institutions. At the outset of the technological era, the pace of technological development was, of course, not as fast but it marked a new peak following the turn of the new century/millennium. Technology has woven itself into the very fabric of our contemporary world of business, education and social life and there is almost no single aspect of life not touched by technology. Consequently, educational institutions and departments are investing heavily in training their employees for the effective integration of ICT into their teaching programs. According to [Pelgrum \(2001\)](#) the 1990s was a game-changer for technology integration as many governments put forth, and implemented, strategic plans to increase investment in ICT, especially in the field of education. [Balcon \(2003\)](#) holds that in the early days of ICT development, it was mostly institutes in European countries that acknowledged the importance of ICT incorporation but, as the new decade was ushered in, the rest of the world also came to realize its importance and now, almost all educational institutes have started the implementation of ICT into their educational programs. There is definitive statistics that clearly show almost all developed countries now invest generously in the ICT integration process. For example, as mentioned by [Brunk \(2008\)](#) the United States Department of Education has reserved more than 9.5 billion USD for technology integration into public schools and similarly, Australia invested around 8 billion AUD on ICT integration into its education sector in 2008 [Lane \(2012\)](#). Saudi Arabia has also invested extensively in technology integration into the education sector. According to the figures released by the Saudi Ministry of Education in 2007, 9 billion SAR have been invested and spent for technology integration in the education sector over a six-year period. This considerable sum was spent on equipping the classrooms with ICT equipment including laptops, computers, projectors, and interactive whiteboards. Painstaking analysis and research has shown that investment in technology integration has borne positive results as most of the educational institutions with technology support have displayed remarkable progress

in terms of the quality of teaching and learning. Another important factor in ICT-based progress is training teachers on how to use ICT tools in an effective manner. As illustrated by Cuban, Kirkpatrick, and Peck (2001) there is a direct and meaningful correlation between having access to and using computers effectively in the process of teaching and learning and learning success. Their findings indicated that having access to computers, in and of itself, did not necessarily lead to a positive impact on teaching, but it was the training to use the tools and technology that resulted in a better learning process. In the same context, Wozney, Venkatesh, and Abrami (2006) studied computer use practices. Their findings revealed that the use of computers among the participants of the study was not frequent and a limited number of participants reported frequent use of computers in their teaching process, despite the fact that the facility was extensively available to all. Similarly, Collins, Schafer, and Kam (2001) observed that using computers and simple technology was just to maintain the teaching process and did not necessarily lead to an entirely transformed form of teaching and learning. To solve this problem, he suggested that teachers should be trained on how to choose the right technological tool for the related skill to be taught and integrate it conveniently with students' learning skills. In their research, Honey, Culp, and Spielvogel (2005) drew the same conclusion that ICT had no positive impact if there were no clear educational objectives. They further hold that rather than merely focusing on the use of ICT randomly in the techno-led educational system, the technology integration process shows more progressive results on learning when there is a clear relationship between the technology integration and the learning outcomes and objectives of the related educational arena. This leads to establishing the important point of linking between the effective use of ICT to the availability of a constructive learning environment. As the findings of the research of Pedersen and Liu (2003) and numerous other studies show, there is a common tendency towards educational constructivism that encourages teachers to shift from the teacher-centered approach to a more learner-centered one. ICT aims to bring more benefits for teachers and learners while learning language in the school as it is developed and used well. According to Dwiono, Rochsantiningsih, and Suparno (2018) several studies have revealed the literature on ICT and learning and have determined that it leaves a strong impact on enhancing the level of learners' achievement and teacher learning.

### *2.1. Background Knowledge of ICT*

ICT includes a broad spectrum involving multi-dimensional definitions and components related to different fields of utilization. Generally speaking, ICT is an information-based technology that can be mixed and matched with other related technologies in special fields including communication technology and has ascended to the ranks of the organizational pillar of any developed society (National Council for Accreditation of Teacher Education, 2002). When incorporated into the language learning environment, it is translated to teaching and learning assisted by computer-based technologies with the inclusion of both hardware and software. The National Council for Accreditation of Teacher Education (2002) describes ICT in the education field as a package of computer hardware and software including voice data, network, satellite and other telecommunications technologies and regards certain tools used in multimedia for the input, storage, processing, and communication of information as part of the ICT package. Elston (2007) defines ICT as the technology used to manage information and communication through a diverse set of tools used to create, communicate, circulate, stock and accomplish information. Sharma (2015) also lists multiple hardware and software available in the market as ICT including inter-intra computer networks, new techno-concepts, latest digital applications, printers, scanners, users, infrastructure and other technology-based services. He proceeds to deem the aforementioned items important in the teaching-learning process and believes that they enhance the learner-centered learning scheme.

### *2.2. Use of ICT and its Objectives*

Any change faces resistance and especially the field of teaching has historically been resistant, and hesitant, to adopt changes in methodology and/or learning styles. Teachers, in particular, tend to resist new procedures as it

takes time to train and retrain to master the new normal. The prevalence of resistance and reluctance to adjust to drastic changes and innovative dynamism and to go through training programs to learn how to use new technological tools is a common challenge before policymakers. As Sharma (2014) points out, English language teaching had historically been the field of teaching with the literature of beauty and pleasure without any 'interference' from techno-based gadgets, relying almost exclusively on the lecture style or teacher-centered method of teaching. At the time, it was largely believed that teaching English using the traditional method was the best imaginable teaching strategy and the introduction of ICT to language learning would not occasion noteworthy and productive learning in EFL classrooms (Geisert & Futrell, 2000). In Saudi Arabia, The Ministerial Council on Education Employment Training and Youth Affairs (MCEETYA) (2002) rightfully emphasized the fact that introducing ICT to EFL classrooms would never yield significant results unless the education system invested in appropriate training and clear directions on the use of ICT tools available in EFL classrooms. Similarly, Bingimlas (2010) stated that adopting ICT skills and tools per se will not help in improving the standard of education, but the important point is to work out how ICT itself can improve and establish the process of learning. Numerous previous studies have established that there is no direct and meaningful link between the mere integration of ICT into the language learning process and learners' heightened level of achievement (Cuban et al., 2001; Newhouse, 2002; Ungerleider & Burns, 2002; Waxman, Lin, & Michko, 2003; Wozney et al., 2006).

The integration of ICT in education, especially in EFL classrooms, and the subsequent support of new techno-based tools have proved to boost learners' interest in learning the language. It also helps to enhance their motivation level and their participation in class activities increases to a great extent. In the EFL context, integration of ICT broadens students' learning experience and brings them more awareness of new cultures and social variations. It also boosts learners' interest in new communication skills and promotes their self-confidence. This shift to learners' interest, in turn, helps to motivate EFL teachers as they become more interested in learning new ICT techniques for implementation in their classrooms. As indicated by Leach and Moon (2000) application of ICT to EFL classrooms should not be limited only to the use of word processors, preparation of presentations for the lectures and/or showing some online tutorial, instead it should serve the purpose by bringing about real change in students' and the teachers' learning attitudes. In the same vein, Romeo (2006) holds that the induction of ICT in EFL classrooms should have a clear purpose especially in relation to the points of achievement for learners, otherwise it would be a waste of time and resources. Finally, it is a fact supported by numerous studies that in order to establish a formative assessment method, a computer-based testing system is more advantageous and has a positive impact on learners' achievement level as compared to the traditional paper-based testing system.

### 3. THE OBJECTIVE OF THE STUDY

This study aims to investigate the potential positive impact of ICT integration in teaching English as a foreign language. It also intends to examine the process of developing communication skills among EFL learners with the help of ICT and appropriate training of using ICT by the EFL teachers. The research mainly aims to study the possible connection between the use of ICT and related equipment in EFL classrooms and students' motivation. It further aims to scrutinize the impact of ICT use in EFL classrooms by observing its advantages and disadvantages with prospectus solutions and remedial measures to encounter these problems.

### 4. RESEARCH CONTEXT

#### 4.1. History of ICT-based Education in Saudi Arabia

In Saudi Arabia, generally speaking, education is free with free learning tools and hundreds of scholarships available for students. Ministry of Higher Education strictly adheres to its one-point agenda of 'Education for all'. There is huge financial support from the state total budget allocated to the education sector as support funds which help to convert the education system into a modern, fully equipped apparatus capable of competing with that of any

developed country's educational system. Most educational institutes in Saudi Arabia, especially in the last decade, have upgraded their facilities by the integration of ICT into their teaching and learning system. Educational institutions have been provided with modern high-tech equipment and also a considerable number of training programs have been launched. In addition, special steps have been taken by many educational institutions as they intend to revise their curriculum to upgrade their pedagogical standards in order to enhance the achievement level of learners after they are exposed to ICT-based language teaching. The Ministry of Education also provides intense training programs for their teachers to improve their performance with ICT tools since in the endeavor to have a great educational system, successful ICT integration in institutions helps enhance teaching/learning standards.

#### 4.2. Context of the Current Study at the ELI - KAU

This study was conducted at the English Language Institute of King Abdulaziz University where all language classes are well-equipped with multiple ICT tools and the curricula are specifically designed so as to support and encourage the use of ICT tools in the language learning process. There are already some formal assessment components in the courses taught that are completely ICT-based, e.g. presentations plus holding 5 marks for all science track students at ELI. Also, in teaching speaking skills in EFL classes, students are encouraged to use podcasting and vodcasting techniques. Furthermore, all classrooms for EFL teaching at ELI are fully equipped with the required tools and equipment including, but not limited to, smartboards, computers, projectors and stable internet connection.

#### 4.3. Research Method and Instruments

The study was carried out using the quantitative approach and the adapted method of data collection instruments in regard to the induction of the ICT spectrum and its impact on the EFL classrooms at the English Language Institute of King Abdulaziz University. The researcher used a questionnaire containing 15 questions to obtain teachers' perceptions of ICT integration and their confidence and its convenience to use. The collected data (based on the quantitative approach) were analyzed to investigate teachers' perceptions of ICT integration. This action was taken following the finding that quantitative data induces a productive set of evidence if the study aims to target a large number of the audience (Creswell, 2005). The collected data were scrutinized based on the percentage analysis method in order to identify the impact of ICT integration in EFL classrooms, its firsthand effectiveness, the required training to use the ICT tools and the expected learning outcomes from this change.

#### 4.5. Participants and Sampling

To conduct the study, 50 EFL teachers were selected from the English Language Institute of King Abdulaziz University. These teachers were from five different nationalities (Saudi, British, Pakistani, Tunisian and American) all holding master's degrees in language teaching (plus a CELTA or a DELTA) with varying ICT training levels and different levels of teaching experience. The participants were categorized in three groups based on their teaching and ICT training experience.

**Table 1.** Sample classification.

Class type	Sample group A: with basic ICT skills, new EFL teachers	Sample group B: with moderate ICT training, medium level experienced EFL teachers	Sample group C: experienced and fully ICT trained teachers
Range of teaching experience	0-2 years	4-10 years	11 years +
Frequency (percentage) of participants out of total	20 (40%)	20 (40%)	10 (20%)

Approximately 80% of the participants were either inexperienced or moderately experienced with basic or moderate ICT training. The remaining 10% of the participants were experienced ICT trained teachers. The 50 participants were randomly selected from 300 teachers and the responses were collected from the participants via a questionnaire.

#### 4.5. Research Instruments

The designed questionnaire was a 15 points-based document, with the points relating to teachers' feedback on ICT integration, and their ability to use the ICT tools. To evaluate the content and validate the questionnaire, the components were finalized after consulting with senior experts from the IT department. The data was analyzed using the Likert scale and the percentage analysis was determined based on the findings. The questionnaire distribution plan was also decided by the researcher who distributed them with an introductory note and the points to consider at the start of the questionnaire.

#### 4.6. Data Analysis

There are various types of rating scales that measure attitudes directly when the subject of the study is aware that their attitude is being studied. The most widely used scale is the Likert scale, which is a five-point scale designed to allow the subject to express how much they agree or disagree with a particular statement. The reason why the Likert scale was used in this research was that it weighs the strength/intensity of an attitude on a linear level, i.e., on a range from 'strongly agree' to 'strongly disagree', thus allowing for more convenient and more accurate analysis of responses. The researcher believes that responses to quantitative data should be gauged on a linear scale instead of simple "yes/no" answers as it allows for degrees/shades of opinion and even no opinion at all. This way, during the data analysis, the researcher can investigate certain significant characteristics by organizing the data into more inclusive compartments and calculate numerical averages and percentile ranks correspondingly.

### 5. QUESTIONNAIRE DISCUSSION

All 50 participants of the study were asked to respond to 15 questions regarding the EFL teachers' perceptions of ICT integration and their confidence and ease of dealing with it. Appendix A and the collected data were analyzed on the five-point Likert scale, from 'strongly agree' to 'strongly disagree'. The questionnaire includes the following research questions:

- How does ICT integration affect the delivery of knowledge and improvement of language skills in EFL classrooms?
- How can the attitude and awareness of EFL teachers be assessed against ICT integration in the teaching and learning processes?
- How could potential learning outcomes be established for the teachers' and learners' motivation and learning with ICT integration in the teaching process?

The participants' responses have been analyzed in depth and the results are shown below.



**Table 2.** The perceptions of 50 EFL teachers with varying levels of experience and training regarding the impact of ICT integration in EFL classes.

The impact of ICT Integration in EFL classes	New without ICT Training (n = 20)					Moderate ICT Training medium level experienced (n = 20)					Experienced (n = 10)				
	SD	D	NA	A	SA	SD	D	NA	A	SA	SD	D	NA	A	SA
1. As an EFL teacher, I feel comfortable using ICT in an EFL classroom	0	8 (40%)	10 (50%)	2 (10%)	0	0	3 (15%)	3 (15%)	10 (50%)	4 (20%)	0	0	2 (20%)	6 (60%)	2 (20%)
2. Use of ICT in an EFL classroom helps in class management	0	7 (35%)	11 (55%)	2 (10%)	0	0	2 (10%)	5 (25%)	9 (45%)	4 (20%)	0	0	1 (10%)	6 (60%)	3 (30%)
3. There are adequate facilities available for the use of ICT in EFL classrooms	0	5 (25%)	5 (25%)	10 (50%)	0	0	4 (20%)	6 (30%)	6 (30%)	2 (10%)	0	0	0	7 (70%)	3 (30%)
4. ICT integration has an effective and positive impact on the learning process	0	4 (20%)	8 (40%)	8 (40%)	0	0	3 (15%)	4 (20%)	7 (35%)	6 (30%)	0	0	2 (20%)	6 (60%)	2 (20%)
5. ICT integration brings about exciting pedagogical change	0	7 (35%)	9 (45%)	4 (20%)	0	0	2 (10%)	3 (15%)	10 (50%)	5 (25%)	0	0	1 (10%)	8 (80%)	1 (10%)
6. ICT integration helps to enhance learners' motivation levels	0	5 (25%)	10 (50%)	5 (25%)	0	0	0	6 (30%)	9 (45%)	5 (25%)	0	0	2 (20%)	5 (50%)	3 (30%)
7. ICT in an EFL classroom helps to increase constructive and cooperative learning	0	7 (35%)	10 (50%)	3 (15%)	0	0	4 (20%)	4 (20%)	6 (30%)	6 (30%)	0	0	1 (10%)	6 (60%)	3 (30%)
8. Learners' levels of understanding about the language curriculum is supported by ICT integration	0	6 (30%)	12 (60%)	2 (10%)	0	0	3 (15%)	5 (25%)	8 (40%)	4 (20%)	0	0	0	6 (60%)	4 (40%)
9. ICT integration in an EFL classroom helps to engage	0	7 (35%)	10 (50%)	3 (15%)	0	0	0	3 (15%)	10 (50%)	7 (35%)	0	0	2 (20%)	4 (40%)	4 (40%)

international pedagogical standards															
10. ICT integration in context helps to meet learners' learning needs	0	6 (30%)	12 (60%)	2 (10%)	0	0	3 (15%)	4 (20%)	8 (40%)	5 (25%)	0	0	1 (10%)	6 (60%)	3 (30%)
11. Use of ICT helps to nurture learners' linguistic skills	0	9 (45%)	10 (50%)	1 5%	0	0	2 (10%)	6 (30%)	8 (40%)	4 (20%)	0	0	0	9 (90%)	1 (10%)
12. ICT helps to explain the multiple linguistic skills in a better manner.	0	6 (30%)	10 (50%)	4 (20%)	0	0	0	5 (25%)	11 (55%)	4 (20%)	0	0	3 (30%)	7 (70%)	0
13. ICT integration helps EFL teachers by reducing the time required for lesson planning	0	8 (40%)	10 (50%)	2 (10%)	0	0	2 (10%)	2 (10%)	12 (60%)	4 (20%)	0	0	1 (10%)	7 (70%)	2 (20%)
14. ICT integration improves the quality of lesson execution and facilitates error correction	0	7 (35%)	10 (50%)	3 (15%)	0	0	3 (15%)	3 (15%)	13 (65%)	1 (5%)	0	0	0	8 (80%)	2 (20%)
15. ICT integration helps to promote the teachers' roles as education facilitators and enhances the flow of innovative ideas	0	8 (40%)	10 (50%)	2 (10%)	0	0	2 (10%)	2 (10%)	12 (60%)	4 (20%)	0	0	1 (10%)	8 (80%)	1 (10%)



### 5.1. Questionnaire Data Analysis

As illustrated in Table B, three categories of teachers responded to the questionnaire and gave their opinions on the given statements. The categories were set based on the teachers' years of teaching experience and also their level of ICT training.

**Category A:** Novice teachers without ICT training n = 20.

**Category B:** Teachers with moderate ICT training and a medium level teaching experience n = 20.

**Category C:** Experienced teachers with sufficient ICT training and 10+ years of experience (n = 10).

In the following, analyses of the teachers' responses from each category are offered:

Item 1: As an EFL teacher, I feel comfortable using ICT in the EFL classroom.

In Category A, approximately 40% of the teachers expressed disagreement, 50% stayed neutral and refrained from answering the statement, indicating their lack of confidence towards the use of the ICT in EFL classrooms. Nearly 10% agreed with the statement.

In Category B, 15% disagreed with ICT integration, 15% stayed neutral and 70% expressed strong agreement with ICT integration in EFL classrooms.

In Category C, no one disagreed, 20% stayed neutral and 80% strongly agreed to effective ICT integration in EFL classes.

Item 2: The use of ICT in EFL classrooms helps in class management.

In Category A, 35% of the teachers did not agree to the above statement, 55% stayed neutral, which again indicates their lack of confidence in using ICT. Only 10% of the teachers from this category expressed agreement with the statement that ICT helps in classroom management.

In Category B, 10% of the teachers disagreed, 25% stayed neutral and 65% agreed that ICT has a positive impact on classroom management.

In Category C, as before, the teachers' experience and training are reflected in their comfort using ICT in their EFL classes. Again, no one disagreed, only 10% stayed neutral and 70% of the teachers expressed strong agreement.

Item 3: There are adequate facilities available for the use of ICT in EFL classrooms.

Around 25% of the teachers in Category A did not believe there were adequate facilities available to implement ICT in EFL classrooms. The same percentage 25 declined to give any response and 50% of the teachers expressed satisfaction with the available ICT facilities.

In Category B, 20% did not agree to the statement, 30% stayed neutral and 40% voiced their satisfaction with the ICT facilities available in their EFL classes.

In Category C, all respondents were satisfied with the available ICT facilities and nobody expressed disagreement.

Item 4: ICT integration has an effective and positive impact on the learning process.

In Category A, 20% of the novice teachers did not find any positive impact of ICT integration in the learning process in EFL classrooms 40% did not respond and 40% believed that ICT integration has a positive impact on the learning process.

In Category B, only 15% of the teachers disagreed to the statement 20% stayed neutral and 65% of the teachers were satisfied and believed in the positive impact of ICT on the learning process.

In Category C % of the teachers reported strong approval, only 20% did not respond and stayed neutral and no one disagreed.

Item 5: ICT integration brings about exciting pedagogical change in EFL.

In Category A, due to a lack of experience, 35% of the teachers did not agree to the positive pedagogical change occasioned by ICT 45% of the teachers stayed neutral and 20% expressed their approval.

In Category B, only 10% of the teachers did not agree, 15% refrained from commenting and stayed neutral, and the majority agreed that ICT integration brought about a considerable pedagogical change in EFL.

In Category C, an overwhelming majority of 90% agreed only 10% stayed neutral and no one expressed disagreement.

Item 6: ICT integration helps to enhance the learners' motivation levels.

In Category A, 25% of the teachers did not report observing an enhanced motivation level due to ICT integration. 50% did not express their views and stayed neutral, and 25% reported an increase in learners' motivation.

In Category B, no one disagreed, 30% stayed neutral and 70% agreed that ICT integration enhanced learners' motivation levels.

In Category C, 80% of the teachers believed that ICT integration increased learners' motivation with only 20% staying neutral.

Item 7: ICT in EFL classrooms helps to increase constructive and cooperative learning.

In Category A, 25% of the teachers expressed disagreement and 50%, due to a lack of experience and being novice teachers, stayed neutral. Only 15% felt that the implementation of ICT in EFL classrooms helped enhance constructive and cooperative learning.

In Category B, 20% disagree, 20% stayed neutral and 60% found the role of ICT very positive in enhancing cooperative and constructive learning.

In Category C, an overwhelming majority of 90% of the teachers found ICT remarkably conducive to constructive and cooperative learning. Only 10% stayed neutral and no one disagreed.

Item 8: Learners' levels of understanding of the language curriculum is supported by ICT integration.

Novice teachers in Category A, comprising 30%, did not believe that ICT helped learners understand the language curriculum better, 60% stayed neutral and only 10% agreed.

In Category B, 15% of the teachers disagreed, 25% stayed neutral and 60% of the teachers believed that ICT integration helps with understanding the language curriculum better.

In Category C, all of the teachers agreed.

Item 9: ICT integration in the EFL classroom helps maintain international pedagogical standards.

In Category A, 35% of the teachers disagreed that ICT helps maintain international pedagogical standards, 50% refrained from agreeing or disagreeing, staying neutral, and only 15% agreed to the statement.

In Category B, no one disagreed, 15% stayed neutral and 85% of the teachers agreed to the positive impact of ICT in maintaining international pedagogical standards.

In Category C, 80% of the teachers agreed to the statement, 20% stayed neutral, and no one disagreed.

Item 10: ICT integration in the Arab context helps meet students' learning needs.

In Category A, 30% of the teachers did not believe that ICT helps meet students' learning needs, 60% stayed neutral and only 10% agreed to the statement.

In Category B, 15% of the teachers disagreed, 20% were neutral and 65% of the teachers strongly agreed to the statement.

In Category C, 90% felt that ICT helped meet students' learning needs and only 10% stayed neutral.

Item 11: Use of ICT helps to nurture learners' linguistic skills.

In Category A, 45% disagreed that ICT helps nurture learners' linguistic skills, 50% were neutral and only 0.5% agreed to the statement.

In Category B, 10% of the teachers disagreed, 30% were neutral and 60% agreed to the statement.

In Category C, there was no disagreement and all of the teachers supported the notion.

Item 12: ICT helps explain multiple linguistic skills in a better manner.

In Category A, 30% of the teachers disagreed that ICT helps explain linguistic skills in a better way, 50% were neutral and 20% agreed to the statement.

In Category B, 75% of the teachers agreed to the statement, 25% stayed neutral and no one disagreed.

In Category C, 70% agreed, 30% stayed neutral and no one disagreed.

Item 13: ICT integration helps EFL teachers by reducing the time for lesson planning.

Due to a lack of experience and training, 40% of the teachers in Category A disagreed to this statement, 50% stayed neutral and 10% agreed that ICT integration reduced the lesson planning time.

In Category B, 10% disagreed, 10% were neutral and 80% agreed that ICT helped reduce the time required for lesson planning.

In Category C, 90% agreed to the statement, only 10% stayed neutral and no one disagreed.

Item 14: ICT integration improves the quality of lesson execution and facilitates error correction.

In Category A, 35% disagreed with the statement, 50% stayed neutral and 15% agreed that the quality of lesson execution and error correction were improved by ICT integration.

In Category B, 15% disagreed, 15% were neutral and 70% of the teachers agreed that ICT helped in lesson execution and facilitated error correction.

In Category C, 100% of the teachers strongly agreed to the statement.

Item 15: ICT integration helps to promote the teachers' roles as education facilitators and enhances the flow of innovative ideas.

In Category A, 40% of the teachers did not agree to the statement, whereas 50% stayed neutral and 10% agreed that ICT integration helps promote the teachers' roles as education facilitators and enhances the flow of innovative ideas.

In Category B, 10% of the teachers did not agree to the statement, 10% stayed neutral and 80% expressed agreement.

In Category C, no one disagreed, 10% were neutral and 90% agreed.

## 6. DISCUSSION OF FINDINGS

ICT offers a learning setting that contributes to the language curriculum, improves the pedagogical standards of language learning and provides EFL teachers with an opportunity to teach more efficiently and address students' learning needs in a better way.

As Sharma (2014) pointed out, EFL teachers get a chance to utilize ICT skills to enhance interest in language learning. ICT facilitates the language teaching process by presenting both the teacher and the learner with an opportunity for cooperative and constructive learning.

It was also observed that learners tend to acquire a more profound understanding of the linguistic structure when the teaching process is supported by ICT skills. Furthermore, ICT integration in the language learning process facilitates materialization of learning outcomes including, but not limited to, better lesson planning, more efficient language teaching methodology, perfect time management and redesigning the existing materials to meet the students' learning needs.

The present research proved that if trained well in a sufficient learning environment, EFL teachers feel more comfortable handling language teaching and learning challenges with the aid of ICT integrated skills. Again, as indicated by Sharma (2014) and confirmed in this study, blended learning helps improve learning standards and meet students' learning needs if the process is supported, in part or entirely, by ICT skills.

Time is also optimized for lesson planning, error correction and feedback techniques if the learning process is supported by ICT skills followed, and accompanied, by good, effective training. Students' academic achievements and their motivation levels were affected positively by ICT integration. Finally, as stated by Ungerleider and Burns (2002) and observed in the current study, availability of ICT equipment and tools in classrooms does not guarantee the success rate of learners, but it is the approach and training in how to use these tools that make them effective.

The findings of the current study uphold the fact that ICT integration helps to promote the teachers' roles as education facilitators and enhances the flow of innovative ideas.

Previously established facts through related studies had a lightly different approach toward establishing this fact. This study had a stronger confirmation of this aspect due to clear quantitative data findings.

## 7. CONCLUSION AND RECOMMENDATIONS

The participants of the current study overwhelmingly confirmed the positive impact of ICT integration on various aspects of language learning. This leads to the conclusion, and the proposition, that ICT integration is a worthwhile strategy that is very successful at generating positive attitudes and has the potential to considerably improve the learning process.

Competent implementation of ICT in the learning process, for example in lesson planning, lesson execution, error correction and the feedback process, helps motivate both teachers and learners, introduces quick access to materials and creates great group dynamics. It gives rise to more engaging leadership qualities among teachers, while learners' motivation levels are affected in a positive way.

This entire scenario changes learners' and teachers' perceptions towards the language learning process for the better and helps eliminate the deficiencies of traditional curriculum styles. Encouraging teachers and learners to use ICT helps enhance the comprehension of language pedagogy and subject matter and improves language learning.

Better equipped and more advanced settings are needed for efficient implementation of ICT techniques in language teaching. In the context of this study, which is an in-depth investigation of ICT integration in language teaching in Saudi Arabia, policymakers are advised to take into consideration its findings when (re)designing the pedagogical policies for language institutions. Generous investment in training and provision of equipment to EFL classrooms should be a top priority.

Policymakers in the domain of curriculum design should also reevaluate and redesign the syllabi incorporating ICT skills into the necessary areas. Furthermore, it is essential to provide teachers with sufficient and comprehensive online and practical training as failing to do so may compel teachers to restrict their usage of ICT to just one complicated area or one isolated computer skill.

Finally, the findings of the current study have confirmed that offering ICT training to language teachers in order to change their perceptions regarding ICT integration in language learning paves the path for new ideas and research in this field. This research has contributed to the confirmation of the vital and constructive role of ICT in EFL teaching and learning processes.

It confirms that integration of ICT in EFL classrooms can provide students with many opportunities to learn foreign languages and it helps to improve their learning when they use ICT logistics inside the classroom and different resources in their learning. This study has also revealed multiple aspects of ICT integration in EFL that can be used for future research for example, ICT as tool to aid in EFL classes and enhance the progress rate of learners in classes integrated with ICT tools.

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