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Cycle Three English Language Teachers' Perceptions of their ICT Use in Teaching

English Language in the UAE

By

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CYCLE THREE ENGLISH LANGUAGE TEACHERS' PERCEPTIONS OF THEIR ICT USE IN TEACHING ENGLISH LANGUAGE IN THE UAE

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ABSTRACT

This study tried to examine the perceptions of Cycle Three English language teachers' (ELTs) of their Information and Communicative Technology (ICT) use. It places a specific focus on awareness of the use of technology in Abu Dhabi Education Council schools in the UAE. The study was conducted on randomly selected 73 Cycle Three English language teachers; male and female, native and nonnative of different years of experience in teaching English language. A questionnaire and observations were adapted from the National Educational Technology Standards for Teachers (NETS) and Performance Indicators. Results were analyzed using Statistical Package for the Social Sciences (SPSS), and the constant comparative method of data analysis. The findings suggested that English language teachers in Cycle Three have low perceptions of their ICT use. Also there was no significant difference in terms of years of experience in teaching English language. However, native English teachers perceive their ICT use slightly superior to their counterpart of nonnative English teachers.

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ACKNOWLEDGEMENTS

Preface

This thesis is based upon studies conducted during the scholastic year 2011 -2012 at the Department of Curriculum and Instructions, Faculty of Education, UAE University. The descriptive study was done at six of Al Aain Education Office Schools, UAE.

CHAPTER 1. INTRODUCTION

Introduction to the Problem

Computers as the main ICT tools were introduced first in the business field for commercial use during the 20th century. Later in the mid of 20th Century they could be also found in use in educational institutions, and by educators (Bork, 1980; Carnegie Commission on Higher Education, 1977; Papert, 1980). The argument to support the importance of using ICT in learning needs no evidence. There has always been a strong support of the benefits being carried in applying ICT in the education field. Bork (1980), Carnegie Commission on Higher Education (1977), and Papert (1980) sated that computer as the main ICT tool was first introduced to teach computer programming in 1970s. Gradually computers were seen in schools and classrooms for teaching and learning purposes. ICT tools were also introduced to language teaching and learning to help acquiring English language through different software and hardware.

Since then, ICT tools have helped teachers saving time and efforts. They play an important role in supporting teaching and encouraging learning. Lankshear and Snyder (2000) refer to this as the 'workability' principle. ICT tools can help teachers facilitate teaching and making learning more interactive and enjoyable (Welle-Strand, 1991). ICT can play a positive role in learning English language. Iheanacho (1997) investigated the effectiveness of two multimedia programs - one with motion graphics and text and the other with still graphics and text- on students' vocabulary acquisition of ESL. The two programs were effective in learning vocabulary. In the UAE context the role of ICT on language learning has been investigated by several researchers.

The UAE leadership recognized the importance of ICT and the role teachers play in getting the most of it in the classrooms. Sheikh Mohammed Bin Rashid, the UAE Prime Minister, regularly emphasis on the ICT importance for the UAE youth to "… have the qualifications and

expertise to compete in both government and private sectors". He also urged them "... to be equipped with knowledge and technology to be able to keep pace with the rapid changes taking place in the world around them" (Uaepm: 2007). Moreover, according to results of a survey released by Telecommunications Regulatory Authority (TRA) the UAE is considered "the top performing country in ICT among the Arab states" (Telecommunications Regulatory Authority, 2009). ADEC's New School Model document (NSM) (2009-2018) has paid a lot of focus on teachers' awareness and proper usage of ICT by "Consistently resourcing schools with instructional materials in the areas of Arabic and English literacy, math, science, consumables, active learning, and ICT" (p.2). Teachers' awareness of their ICT use is vital since it can empower or hinder ICT in English language teaching and learning.

Background of the Study

Recently, ICT has been introduced into the educational arena expecting to penetrate and transform teaching and learning across the curriculum. During the last three decades, ICT has witnessed a global increase in the mainstream of education. This international acceptance of ICT into education has often been accompanied by many questions regarding its value to transform an unfashionable educational system, up skilling learners for the information age, and to speed up the nations' development efforts. According to Pelgrum (2001), many developing countries have created a whole set of doubtful questioning about the importance of educational reforms that will implement the new ICT tools. Young (1991) sated that in many cases ICT tools are represented mainly by computers which were presented into schools not as a means but as an end by itself. ICTs were provided with no supplementary measures and sufficient studies to enable teachers to know their perceptions and form positive attitudes toward the new ICT tools. As a result, this has mostly resulted in unstructured views to ICT implementation. Baylor and Ritchie (2002) stated, "regardless of the amount of technology and its sophistication, technology will not be used in an

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effective way unless faculty members have the skills, knowledge and attitudes necessary to infuse it into the curriculum'' (p. 398). This means, teachers should become effective mediators making the best use of ICTs in the daily practices.

The UAE in the process of Education Reform started as early as the declaration of the United Arab Emirates Union in 1971. The reform process witnessed an integration of ICT in teaching and learning in an unstructured way. Hence, comes the need for having a close look at the teachers' perceptions and attitude towards their ICT use to evaluate daily practices, guide their ICT usage and to then activate ICT usage to help the English language teacher for better outcomes. According to the researcher's knowledge, ICT perceptions and attitudes in Cycle Three in English language teaching and learning hasn't been fully studied after ADEC has taken over education in the Emirate of Abu Dhabi. Teachers of English language native and nonnative don't have guidelines for their current ICT perceptions based on recent studies. Since ADEC's introduction of the New School Model document (NSM) (2009-2018) concerns have been devoted to teachers' awareness and proper usage of ICT, It seems however that neither administrations nor teachers have clear attentiveness and guides to help them perceive their ICT use well, assess, develop and modify their practices in using ICT.

English teachers have been looking for the benefits that could be presented by comprehending and using the different ICT tools. They have been looking for these tools as a means for facilitating their job. Frayer (1997) said that ICT tools have facilitated teachers work and save time, efforts and even distance where students can communicate with their teachers and classmates anytime and anywhere. Carmen et al. (2003) said that recognizing the ICT tools effect on teaching can help in increasing the students' usetechnology use and improve language learning especially with their speaking skills.

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Statement of the Problem

It is clear from the Strategic Plan of Abu Dhabi Education Council (2009) and ADEC's New School Model document (2009-2018) that ICT tools use is a real focus. It seems that perceptions and attitudes toward ICT tools are essential for their proper use, guidance, assessment, development and modification of Cycle Three English language teachers' practices in using ICT.

The current ADEC educational reform of ICT presentation to schools has not been accompanied by research targeting Cycle Three English language teachers, native and nonnative perceptions of their ICT use. Precisely speaking, the technology implementation plans seem to be lacking consideration of teachers' reaction to the new tools which play a major role in sharpening their ICT use. Consequently, the problem this study tries to address is that such lack of concentration on the end-users attitudes may cause an unwelcomed attitude towards ICT in ADEC schools. Most studied conducted in the UAE context however used surveys and interviews. Such methods might not reflect the actual teachers' ICT perceptions and actual technology use other than observation which could give an actual picture of the teaching situation. It is critical also to evaluate teachers' awareness of their ICT use supporting language classrooms performance.

This research also came as a natural response to the daily needs of the researcher as an English language teacher currently working at one of ADEC's Cycle Three schools and a coordinator of English Language teaching in his school. The researcher was conscious of the fact that there is a clear need for guidelines for the usages of ICT in his instruction, evaluate ICT perception of his use and the most effective way to activate it.

Based on the above argument, ADEC's successive need for having continuous ICT integration in language teaching and learning is a serious priority. Teachers need to be well skilled in ICT and have positive perceptions towards it. This research sought to help English language

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teachers become more aware of their perceptions of ICT use. It also looked at the best practices being implemented by either or both native or nonnative English language teachers.

Purpose of the Study

The purpose of this study was to explore ADEC's Cycle Three English language teachers' perceptions of their ICT use in teaching English language because teacher's perceptions of their ICT use can play a major role in their language instruction and highly affect their performance, positively and/or negatively, (Harman & Koohang, 2005; Hung & Nichani, 2002; Harman & Koohang, 2005). Consequently, an attempt was made in this study to explore the relationship between perceptions of ICT and English language teachers' use in teaching English language in Cycle Three.

This research also aimed to help all stakeholders in ADEC to be familiar with Cycle Three teachers' perceptions of their ICT use. It meant to helped decision-makers plan for purchasing the most suitable ICT tools for teaching and learning English language in Cycle Three. It also intended to give teachers of English a clear idea of their perceptions of the ICT use. Moreover it intended to support students' accelerate their language achieving and make it easy and enjoyable useNot only this, but also teachers need a basic level of use in ICT to meet the increasing demand for having teachers fully aware of use in operating the educational system which requires strong and efficient professional awareness of their use including ICT skills. Finally, it is also important for policy-makers to be aware of teachers' current ICT use to foster strong areas and overcome weaknesses to enhance English language teaching and learning.

Research Questions

The purpose of this research was to find out the English language teachers' perceptions of their ICT use in using ICT in teaching English as a foreign language in Cycle Three schools in Abu Dhabi, the United Arab Emirates.

This research intended to answer the following questions:

(1) How do English language teachers perceive their ICT use?

(2) Is there any significant difference in the perceptions of teachers regarding their ICT use due to years of experience in teaching English language?

(3) Is there any significant difference between native and non-native English language teachers' perceptions regarding their ICT use?

Significance of the Study

The increased global demand for learning English language is met by seeking methods for accelerating the instruction by governments, institutions and people. This causes a gradual dependency on ICT tools for developing the English language teaching and learning processes. Thus, English language teachers find themselves in a real need for fostering their ICT skills and have a clear idea about the perceptions of their ICT use to cope with the up and coming demand for its use. The ability to use ICT tools effectively to teach English language and handle various ICT tools purposefully has become an essential need for English language teachers.

The current study is significant since it investigated English language teachers' perceptions of their ICT use which, up to the researcher's knowledge, haven't been fully addressed in Cycle Three after ADEC's educational reform. ADEC believes that English language teachers have to be well equipped with the necessary ICT knowledge and skills to make the best use of these ICT tools which the schools are equipped with for teaching English language. Teachers individually

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initiate steps towards evaluating their perceptions of their ICT use randomly. Hence, the importance for having a solid study taking care of highlighting areas where teachers have to modify and others to empower while using ICT for English language teaching.

The effects of having a clear idea of teachers' perceptions and attitude towards ICT tools in a structures way using International best practices can help ADEC schools plan and build their strategies that support the effective use of ICT in teaching and learning. This can help anticipating the English language teachers' future acceptance or rejection of ICT tools and guide policy-makers to make good decisions in terms of ICT integration and purchasing. The study also drew direct attention towards how competent English language teachers are in using available ICT tools in English language classes. use

Finally, this study could contribute to our knowledge base because of its attempt to investigate English language teachers' perceptions of their ICT use specifically in Cycle Three due to years of working experience and the language factor.

Definitions of Terms

Information and Communication Technologies (ICTs)

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) in its report published in its website defines information and communication technologies as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information" (Blurton, p.1). By ICT the UNESCO means tools which are used by teachers and students, such as computers, personal digital assistants, cell phones, interactive white boards, digital and document cameras, digital video equipment, digital audio recorders and players, and digital projectors to communicate, create, disseminate, store and manage information. Brown (2000) also defined ICT as "The design (and evaluation) of an object, environment or system as a key solution to a human problem with either the structure or function of information

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and/or communication" (p.3). In 2004, Bolstad defined ICT as "anything which allows us to acquire information, to communicate with each other, or to have an effect on the environment using electronic or digital equipment" (2004, p.vii).

The operational definition of ICT in this study means all ICT tools that are available and accessible by English language teachers including all hardware and software to facilitate English language teaching and learning listed in the questionnaire developed for this study.

ICT Use

The skill of use in general has been defined by several scholars more or less the same. Teachers' use sill has been defined by Gupta (1999) as "knowledge, skills, attitudes, values, motivations and beliefs people need in order to be successful in a job" (1999,144). Katane (2006) also defined it as "the set of knowledge, skills, and experience necessary for future, which manifests in activities" (Katane et.al 44). So use is the means that enables the teachers using the right tool at the right time to minimize the efforts and maximize the benefits gained in teaching and learning. It is obviously clear that it is not enough to understand the meaning of use rather we need to see how to make the best uses of it.

Teachers' ICT use is defined by Krumsvik (2008) as a very trendy theme and in some countries it is one of the conditions for being recruited. ICT competences are one of the core uses which schools are compulsory to take care of by the teacher, advisor and administrations to maximize the benefits of the teaching process. The term ICT encompasses a range of hardware (desktop and portable computers, projection technology, calculators, data logging and digital recording equipment), software applications (generic software, multimedia resources) and information systems (Intranet, Internet) available in schools at the time of the research.

The operational definition of teachers' ICT use in this study is the thorough knowledge and skill to fully operate, use, and manipulate ICT tools in English language teaching and learning in

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addition to have a well apprehension of the up-to-date ICT tools targeting English language teaching and learning.

ICT Perceptions

There were very few resources to define ICT perceptions however, Wikipedia; the free encyclopedia defines it as the organization, identification, and interpretation of sensory information in order to fabricate a mental representation through the process of transduction, which sensors in the body transform signals from the environment into encoded neural signals. Different scholars however such as Ajzen (1988), Adams' (2007) and Vallance and Towndrow (2007) stated that both attitudes and perceptions have been mostly used interchangeably. They are thought to be composed of cognitive, affective, and behavioral elements. Cognitive refers to the perceptions of the attitude object; affective refers to feelings towards the attitude object; and behavior refers to the response to the attitude object.

The operational definition of ICT perceptions in this research refers to the extent to which English language teachers' recognize ICT tools positively or negatively and use to be consistent with the cultural context of the Emirati society and public schools.

Teachers' ICT Attitudes

Different scholars have defined teachers' attitudes in general similarly focusing on both psychological and mental aspects, e.g. Ajzen and Fishbein (1977) and Ajzen (1988) say attitudes refer to the capacity to predict a person's behavior toward certain objects. They also say, they are the tendency to respond favorably or unfavorably to an object, person, or event. Teachers' ICT attitude however, has been defined by different scholars e.g., Van Braak, 2001, Akbaba & Kurubacak, 1999; Clark, 2001, Myers and Halpin (2002), Huang and Liaw (2005) say teachers' ICT attitudes mainly computers, are teachers' acceptances of the usefulness of technology, and also influence whether teachers integrate ICT into their classroom. It is a major predictor of future

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classroom computer use. It is the factors that affect the successful use of computers in the classroom.

The operational definition of teachers' ICT attitudes in this study is the way teachers' behave towards ICT tools positively or negatively whether they implement or reject those tools as measured by the questionnaire developed for this study.

Education Stakeholders

Stakeholders have been defined by several educators e.g. Watson and Reigeluth, 2008, Toffler (1984); Reigeluth (1993) Senge, et al. (2000), Barger (2004), U. S. Department of Labor (2008) and Wilson (2008) as the policy-makers, school board members, superintendent, site administrator, teachers, parents, community members, and students-who are closely involved in the overall operations of educations. They are a person, group, organization, member or system who affects or can be affected by institutions' activities. A person, group, or organization that has direct or indirect stake in an organization because it can affect or be affected by the organization's actions, objectives, and policies.

The operational definition of stakeholders in this study is police-makers, curriculum consultants, principals, advisors, subject support specialists, coordinators/ heads of faculties, and all English language teachers in ADEC, UAE. They are people who are involved in the educational process that can affect or be affected by the language teaching and learning process.

Teachers ICT Standards

The National ICT Competency Standard (NICS) for Teachers and UNESCO's 2010 define teachers' ICT standards as an accepted or approved example or technique against which other things are judged or measured, or which sets out a set of principles that works as a guideline for how something should be done. It is the accepted level and scope of accomplishment of proficiency; a reference point against which other things are judged or measured. It is also defined

as supplying teachers with guidelines for planning education programs and training that will prepare teachers to play a vital role in producing technology skilled students.

The operational definition of teachers' ICT standards in this study means a set of criteria that teachers have to reach and master to be able to handle ICT tools perfectly according to their English language teaching and learning situation needs.

English language Teachers' ICTs Use

The current study focuses mainly on potential English language teachers' ICTs because "the field of foreign language education has always been in the forefront of the use of ICT to facilitate the language education process" Lafford (1997). In his project, Lee (2000) stated that a lot of English language teachers have faced a major challenge as they were expected to be capable of utilizing the extensive use of ICT to create more effective teaching and learning activities. English language teachers are supposed to use ICT effectively in teaching and learning English language. Stakeholders should enable current and future English language teachers to use ICTs in ways that will facilitate new methods for enabling both the teachers and learners to make the best use of ICT to cope with future learning opportunities.

In ADEC, teaching and learning English language is not clearly stated; whether it is a second or foreign language though ADEC always assures that ADEC schools' students are targeted to be strong bilingually both in Arabic and in English. The medium of instruction for Science and Mathematics subjects have been shifted into English language specifically in cycle one and some terminologies in both cycles two and three. The Abu Dhabi Executive Council, represented by ADEC in terms of education has taken a decision that these two subjects are to be taught using English as the language of instruction from 2008 onwards. One of the major challenges to accomplish this policy is teacher's proficiency to deliver the two subjects in English (Pillay & Thomas, 2004). So, ADEC has recently started recruiting English Medium Teachers

(EMTs) from all over the world to implement this policy. Parallel to this, ICTs are used in schools to support the teaching and learning of these two subjects and English language in all the schools in ADEC. To accomplish this policy, teachers are not only required to be competent in English which could be the major of all teachers native and nonnative , but also to be savoir-faire in the use of ICT in classroom. As a result, an increased emphasis on ICT, and a large investment in its infrastructure, teachers are likely to be capable and effective in implementing it.

CHAPTER II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Overview

Most of the literature that has been reviewed by the researcher is limited to IT, Science and Math subjects and with very limited devoted for English language teachers' ICT use especial in Cycle Three in ADEC schools. Also, research investigated teachers ICT use in the UAE didn't used observation as a research method which is a very effective research method. Bertilson (1996) mentioned that research can gain a lot of actual practices by implementing observations as a method of data collection. He said if we link what is being observed with conceptual patterns of explanation we can see reality. The researcher believes that English language teachers' ICT use are very vital to be addressed since they have a lot to do with elevating English language instruction especially when coupling questionnaires with observation. The researcher has also defined five main areas related to this study: the role of ICT in teaching, teachers' ICT use and teachers' attitudes and perceptions.

ICT and the UAE Context

The UAE, as a recent country, pays a lot of focus to the role of ICT in the education field represented by preparing the infrastructure, facilitating their usage and purchasing the latest ICT tools. ADEC's Strategic Plan (2009), emphasis on providing ICT technology rich learning environment to provide equitable opportunities to students to use technology in meaningful, authentic tasks that develop their various learning skills.

However, in the UAE context, studies involving Cycle Three English language teachers' perceptions of their ICT use are minimal. In a research conducted by both Almekhlafi and Almeqdadi (2010), they investigated teachers' perceptions of technology integration in the United Arab Emirates classrooms. The researchers used both a questionnaire and a focus group

interviews to collect the data. The researchers conducted their research on 100 English teachers K-12 in the UAE schools. The results showed that teachers highly perceive their ICT use in technology integration especially in model schools ranged from 4.0 to 4.8 on a 5-point scale. The female teachers however, showed higher perception of their ICT integration than the male group.

Ismail, Almekhlafi and Al-Mekhlafy (2010) investigated teachers' perceptions of the use of in teaching languages in United Arab Emirates' schools. They studied both Arabic and English teachers ICT perceptions. The participants were 621 teachers from 5 different emirates K-12 teachers. The researchers used a mixed method of survey and focus-interviews. The results showed the important of the role of teachers' ICT perceptions in first and second language teaching and learning. Results also indicated that teachers confirmed the inevitable impact of technology on their own teaching practices which promote students' language learning. Moreover results showed teachers' willingness to accelerate the integration of technology in their classes to improve language teaching and learning.

ICT and English LanguageLearning

Al-Mekhlafi (2004) studied the effect of one of the ICT software; an Interactive Multimedia (IMM) CD-ROM on the language achievement of sixth grade students in relation to their learning styles. Results displayed no significant differences between the control group and the experimental group in overall achievement. One of the recommendations stated in the study was that IMM should be examined as an individualized learning tool. In another study, Al-Mekhlafi (2006) examined the effectiveness of Computer-assisted language learning (CALL) on learning English as a foreign language by elementary school students in the United Arab Emirates. Results analysis of variance (ANOVA) showed a significant difference between CALL users and non-users in favor of the experimental group.

In his experimental study Almekhlafi (2006a) investigated the effects of interactive multimedia as an ICT tools on students' achievements in English as a foreign language. Although the results did not show significant differences between the achievements of the control group (paper-based learning) and the experimental group (Interactive Multimedia users), significant difference within the experimental group is tracked depending on the students' different cognitive learning styles. Field-independent students seemed to benefit more from the treatment than field dependent. This important discovery demonstrated a significant orientation that should be taken into account when tailoring ICT tools to meet the different cognitive styles of the students to achieve effective technology integration.

Furthermore, Almekhlafi (2006b) explored the effects of computer assisted language learning - in the form of an interactive CD-ROM that includes video, sound, pictures and other interactive features- on students' achievement of English as a Foreign Language. The study presented five important results; a) the effectiveness of technology integration in teaching English language , b) inevitability of integrating technology in all stages to improve learning English since the UAE became an international economic center, c) necessity of encouraging teachers to make use of technology, d) ability of technology integration to adapt to various learning styles and e) technology integration can enhance student- centeredness alleviating the role of the teacher.

Clovis (1997) conducted a study in the US that investigated the usefulness of an ICT tool represented by video in teaching English to foreign children. She found that video has positive impact on the students' learning and success.

In his experimental study Susskind (2005) explored the effect of ICT software; PowerPoint for classroom learning. The study was conducted on 170 sophomore and junior students ranging in age between 18 and 21 years. The major finding of his study is; students who were taught in classrooms with PowerPoint presentation display more positive attitudes for

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PowerPoint presentations. Further, students were more confident for the exam that covered PowerPoint presentations.

Bahrani (2011) explored the effects of exposure to authentic ICT; video materials recorded from mass media as a source of English language fluency. Two different groups participated in this experimental study that had Pre-test/ post-test design. The first group was English language Iranian students who were exposed to the video materials. The second group was English language Malaysian students who were exposed to traditional social interaction. Analysis of results showed that exposure to video materials improved speaking performance for English language students more than the social interaction for ESL students.

The Role of ICT in Teaching

Over 219 studies addressing the use of ICT in education consistently found that learners in technology rich environments experienced positive effects on performance in all subject areas (Look, 2005, Ya'acob et. al.,2005; So & Paula, 2006). Specifically, Becta (2003) pointed out that ICT, present immediate and punctual feedback to learners, to give them chances to focus on strategies and active interpretation. Barak (2004) stated that the use of ICTs in teaching-learning situations would endorse profound learning, and helps schools to react in a better way to students' different needs. Although the face appearance of the benefits gained from using ICTs for educational is purposed, research showed that in several cases, potential advantages of ICT are poor due to a large number of teachers being fully ICT illiterate and not utilizing it in their instruction. Research conducted on teachers' readiness for ICT, proposed that teachers still need a long time to improve before their schools will be able to take full advantage of the opportunities offered by 21st century technology (Ya'acob et. al., 2005; Paula & So, 2006).

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Several researchers have examined the effective role of ICT in language teaching situations. Tella, Toyobo, Adika & Adeyinka (2007) examined Nigerian secondary school teachers' use of ICTs and implications for further development of ICT use in schools using a number of 700 teachers. The results show that the majority of the instructors perceived ICT as very useful in facilitating teaching.

Another research study devoted to developing a project run by EdQual (2005); a "Research Consortium of educational institutions in the UK and Africa (Ghana, Rwanda, South Africa and Tanzania) on Educational Quality2", points out two roles for using ICT in teaching. Firstly, they feel that using ICT tools "computers" benefits their learners, and secondly, teachers feel learners benefit from using computers themselves for self-learning.

Teachers perceive ICT as an entertainment for helping learners to achieve better. According to Tella et al. (2007), ICTs utilized by teachers was clearly intended to be used to help learners study well, and that perceived usefulness was also strongly linked to those intentions. Teachers should tailor their ICT use to meet all individuals' needs. They should be aware that ICT needs to be tied to precise needs of learners and avoid the "one size fits all" approach and encourage learner-centered teaching (Leach 2005, p. 112).

Teachers have to be equipped with the necessary qualifications/skills of all kinds of ICTs used in teaching and learning situations. Otherwise, those who lack the chance to be knowledgeable in using modern ICT may feel threatened. This is what Futurelab (2003) addressed as an understandable apprehension, even fear, regarding the role of a teacher in an ICT-equipped classroom. However, it is not enough for a teacher to be qualified and skilled in utilizing different kind of ICT tools; rather, it must be purposeful in serving the English language teaching activities. Using ICT should be planned well to help in presenting more attractive, more pleasant lessons for teachers and their students. ICT also can make teaching and learning more varied, more

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motivating, and facilitates productive learning. This is what Cox, Preston & Cox (1999) stated as the factors contributing to ongoing use of ICT by teachers.

Since effective learning is the main goal of teaching, teachers are supposed to check if their ICT perception is positive and expand their ICT use in teaching English langauge. A research study conducted by both Story and Sullivan (1986) enhances the idea that teachers' job become easier as ICT provide progressive achievement in sub-tasks the students perform. Consequently, ICT usage should be designed carefully to allow students to attain progression in their learning and thus be continually motivated. Teachers should make using ICT in teaching a step towards forming a positive attitude and students' experience with ICT usages has to be without pressure rather enjoyable and rewarding (Dukes and Discenza 1993). The teacher should be aware of the real effect that ICT tools have on the teaching and learning process.

Teachers' ICT Use

Several studies on teachers' ICT use focus on the instructional role of teachers in the classroom rather than teachers' ICT use (Katane et.al. 44). Teachers' use has been expanded with respect to reform researches in education, progress of teacher education, scientific results of educational science and other fields. Kress (2000) said, "the previous era had required an education for stability, the coming era requires an education for instability" (133). Kress (2002) believed that teachers should be equipped with the sufficient knowledge and skill to interact with the different needed ICT tools. Teachers' should be armed with the necessary professional tools to sustain their continuous awareness of handling innovative ICT tools. They need to be alert to know how competent they are and work accordingly. The raped change in the education arena demands more capable and competence teachers since it directly affect the whole educational

system. Teachers' uses have to be revisited from time to time to be reshaped based on the development of the entire aspect of human life in general and education in particular.

Al-Zaidiyeen (2010) explored teachers' attitudes and levels of technology use in classrooms in Jordon. The study was conducted on 460 Jordanian teachers of different cycles. The results collected using a survey indicated that teachers had a low level of ICT use for educational purpose. However, teachers hold positive attitudes towards the use of ICT, and a significant positive correlation between teachers' level of ICT use and their attitudes towards ICT were found.

In a study conducted by Al-Oteawi (2002) investigated the perception of teachers and administrators toward information technology in female and male high schools in Riyadh, Saudi Arabia. The study included 178 teachers and administrators. A two-way multivariate analysis (MANOVA) was used to examine the hypotheses. The results of the study indicated no significant interaction, P>05. The mean of information technology in instruction was 1.91, and the mean of information technology plans was 2.03.

Eugene (2006) studied how teachers' attitudes perceptions and beliefs may make an effect the integration of technology in their classroom. Thirty-two teachers responded to the questionnaire to measure their perceptions and beliefs about teaching and ICT integration. A classroom observation technique was also used to find out how teachers" beliefs and perceptions may correlate with their teaching practices and the implementation of technology. It was found that there was an inconsistency between teachers" beliefs and their actual instructional practices of integrating technology. Teachers' teaching practices and the use of technology were found not to match their beliefs.

In a similar study, Simonsson (2004) used a questionnaire to investigate the beliefs of 103 bilingual elementary school teachers toward the utilization of technology when incorporating

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cultural components of the curriculum. The findings of this study indicated that the utilization of technology is related to teachers' beliefs, attitudes about the use of this tool and the extent to which other teachers employed technology in their teaching. A marginal result demonstrated that bilingual teachers believed that technology might assist them to incorporate cultural issues to clarify important points.

In their research, Tella, Toyobo, Adika and Adeyinka (2007) who had examined 700 Nigerian secondary school teachers' uses of ICTs found that most teachers perceived ICT as very useful and as making teaching and learning easier. This research highlights the importance of having a good mastery of ICT skills and integration in teaching and learning. To achieve this, schools are urged to have professional development plans and should support ICT-related teaching models, especially the ones which encourage both learners and teachers to play an active role in teaching activities. Not only this but also attention should be paid to the pedagogy underlying the use of ICTs for learning situations.

Others researches like those conducted by EdQual, a Research Consortium of educational institutions in the UK and Africa (Ghana, Rwanda, South Africa and Tanzania) on Educational Quality indicated mainly two reasons behind using ICT by teachers. Firstly, they feel that the use of computers by teachers benefits their learners, and secondly teachers feel learners benefit from using computers themselves (GoR/ Minecofin, 2004; Hayman, 2006). Teachers also feel that the use of ICT promotes a positive attitude towards information technology which forms an essential part of their lifelong interest in learning.

Knezek and Christensen (2002) analyzed several major cross-cultural studies related to ICT in education completed during the 1990s, they suggested several stages for teachers advance in technology integration. They mention that change in attitudes is more important than ICT skills. Zimbardo and Maslach (1977) stated that an individual can change his behavior once it is

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identified. They suggested that there are three factors forming attitudes: affect, cognition, and behavior. He defined the affective factor as an individual's emotional response or liking to a person or object. The cognitive factor is more related to a person's actual knowledge about a person or object. Finally, the behavioral factor consists of a person's overt behavior aimed at a person or object. Zimbardo et al. asserted that "even though we cannot predict the behavior of single individuals, we should be able to predict that people (in general) will change their behavior if we can change their attitudes." (p. 52).

Educational stakeholders still perceive the lack of ICT use, knowledge, and skills of teachers as a major obstacle to the perception of their ICT-related goals (Pelgrum, 2002). The following literature will address the kind of skills teachers may need when dealing with ICT in various teaching and learning activities. However, identifying the sort of ICT skill each teacher needs to master is far reached. It is not a simple task, since it depends very much on the type of ICT tool needed, the entire teaching and learning circumstances and the teacher's perception of the ICT tool. Personal use and teaching styles are also crucial. once more, "one size fits all" does not usually work (Davis, Preston, & Sahin, 2009). Teachers need to be aware of their ICT use and form positive attitudes towards the effective role of ICT tools.

ICT tools use could offer several benefits in education. Kyriacou (2009) describes the use of ICT in education as "the single most significant development over the years regarding academic work" (p53). Teachers are supposed to develop ICT tools use and the best practices using ICT. This is supposed to be reflected on enhancing their instructions and the learning outcomes.

Teachers' ICT use plays a big role in developing the students' learning skills which has been given a lot of focus represented by several educational theories. This can be clearly seen in theories of mediated action that illustrate how cultural tools are used by teachers to extend

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learners' cognitive capability; they focus on the constraints and affordances which ICT tools can introduce Wertsch (1998). Scrimshaw (2004) sated that using ICT doesn't lies in presenting and using ICT, rather in its function as a contributor towards a learner-centered form of teaching and learning. Using ICT tools represented mainly by the computer helps to decontextualize the learning process, which is the main goal of the teaching process. In fact ICT accurate ICT use according to the teaching and learning needs makes language learning more explicit. Not only this but teachers' ICT use uniquely offers new ways to express and make visible key relationships and structures within the subject matter (Noss and Hoyles 1996).

In fact, teachers' ICT use helps the teachers construct knowledge and new information and reshape the existing ones and transfer them to his students. Hence, teachers with solid ICT use can cater for the different types of learners; visual, auditory, read-write, and kinesthetic, to meet their needs via ICT tools. ICT skills help teachers construct the language learning ability.

The United Nations Educational, Scientific and Cultural Organization Competency Standards for Teachers (UNESCO-CST) (2008) project listed three standards for teachers to be competent in ICT: technological literacy, knowledge deepening, and knowledge creation. UNESCO ICT Competency Framework for Teachers (2011), UNESCO's Framework, stressed the teacher's ability to transfer his ICT skills and experience to his students. Teachers should be able to make ICT tools accessible and attainable by allowing the learners to work collaboratively, solve problems, and become creative learners. Such mastery will make students efficient citizens and active members of the workforce. This Framework tackles all features of a teacher's work; starting with the Technology Literacy, enabling the learners to utilize ICT in order to be capable in the subject matter. The second is Knowledge Deepening, enabling students to attain a deeper understanding of their school subjects and relating it to complex real-life situations. The third is

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Knowledge Creation, enabling students, the workforce and citizens to create the required knowledge for more harmonious, fulfilling and successful societies.

However, using ICT in education, particularly in the classroom, which is applied to a wide range of technologies such as computer, data show, internet, smart board, active board, black board, CD, DVD , video conferencing, email, etc., could help in facilitating teaching and make it easier if it is used effectively, which will be part of this study focus (Lundall 2000). In addition, it will investigate how these forms of digital technology are being used to carry out daily teaching and learning, reliably, broadly, productively, interactively, or impeding the ICT merely in planning as a cosmetic one together with highlighting the current situation. Moreover, a comparison will be conducted on the English language native speaker teachers and the nonnative teachers to find out the perception teachers of English use and ICT implementations in their daily instructions. Years of teaching experience in English will also be taken into consideration.

SELVI (2011) stated that teachers' ICT use depend on implementing tools and technical equipment for reaching, disturbing and transferring the knowledge. They comprise any ICT tool that helps to produce, manipulate, store, communicate, and/or disseminate information. ICT implementations are concerned with the use of technology in managing and processing the information which will include all technologies for the manipulation and communication of information. It means that the ICT usage skill is very important if you want to improve the communication in the learning and teaching process which both the MoE and ADEC seek.

This new trend of using ICT in the UAE, which is part of using multi-methods in teaching languages, depends mainly on the teacher's ICT use which may help the learners facilitate their learning skills as they encounter them on a daily basis. Teachers in the UAE are keen on developing the learners' cognitive ability via the use of ICT tools to indicate the extent to which they are successful in their practices. This ICT use focuses on supplying the learners with a

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rich learning environment that compensates the lack they may encounter during the learning situations by assimilating real life situations via different programs and tools. Native and nonnative English teachers need to be fully aware of the required ICT tools, techniques, limitations and programs that help them provide the learners with language learning authentic situations to develop their language learning (Becta 2004).

Teachers need to be competent in using the most suitable ICT tools. The school administrations and decision-makers always question if ICT and the resources available to teachers are being most efficiently employed to provide the most effective educational opportunities for the learners. Researchers have stated that stakeholders are seeking an answer for their question if teachers are making the best usage of ICT in a productive way, and a balance between input (resources) and output (learning outcomes) is being met by teachers and ICT users. They believe that investing in computer technology means reducing investment in other resources (e.g., books, teachers, buildings) which could make some saving in their budgets (Bakia 2002). Hence, the need for teachers to prove the extent they can go in making the best usage of the ICT in hand. This will not take place without having teachers being well armed with firm skills so the In fact, these days we might find very few educators and educational commentators who would advocate no investment in ICT, even if only using a computer literacy rationale.

It is important to build any argument revolving around teachers' ICT use, based on the understanding of the link between the schools' target, teachers' usage, and the learners' technological needs. When computers were first presented to schools, it was thought that gradually it will take over the role of the teacher so that students would be 'taught' by computers (discussed by Mevarech & Light, 1992). This also can be seen in Collis (1989) when he refers to this as "a rather grim image" where "a small child sits alone with a computer" (p. 11). In other words, English teachers should be competent enough in ICTs selection and adaptation to address

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educational problems. Furthermore, teachers are not supposed to apply a technology merely because they are competent at where there is no perceived need or productivity gain. This is what Lankshear and Snyder (2000) referred to as the 'workability' principle. Consequently, it is supposed to ask a number of crucial questions when applying ICT to education like: "What educational problem(s) needs to be addressed using ICT? How can using ICT support language teaching and learning? What is the relationship between ICT use and teachers' performance?" Such questions need to be asked at all levels of decision-making, ranging from the instructor planning a program, advisors who supervised the teaching process, a school principal purchasing hardware and software, to a language/educational consultant who develops language policies and plans.

Nowadays ICT use is viewed as an important element in the whole education process in the UAE for saving time and effort, so teachers are supposed to be aware of using it to facilitate their instruction. Perry (2003) stated that effective use of ICT can ease planning and preparation of lessons and designing materials. He also indicated that ICT can facilitate the access of instructional tools which improve the teaching process like up-to-date school data at anytime and anywhere. This can be seen in ADEC's plan for recruiting staff in general including English language teachers who are required to have at least a basic ICT usage represented by International Computer Driving License (ICDL). This certificate is supposed to enable the teachers to integrate ICT into their day to day teaching. This would mean that they would need to be fully equipped with the necessary knowledge of using their computer skills in teaching English language. Teachers are aware of the importance of being competent in using ICT. Researchers portray the use of ICT in teaching as being inherently advantageous.

The use of ICT also enhances recalling previous learning, providing new stimuli, activating the learner's response, and providing systematic, steady feedback and providing access

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to rich sources in learning. Tella et al. (2007) found that the use of the computer by teachers was due to their intentions to use it, and that awareness of the usefulness was also strongly linked to those intentions. In addition, ICT application should meet the learners' different abilities and match their life-long needs, desisting from the "one size fits all" approach (Leach, 2005, p. 112). There is an understandable apprehension, even fear, as to the role of a teacher in an ICT-equipped classroom (Futurelab, 2003). Teachers who lack the chance to cope with the current needs of developing professionally in the use of modern ICT feel under threat and may lose their jobs in this country. The importance of a teacher in the 21st century is determined by their willingness to develop in this way, and be competitive.

Teachers' Attitudes and Perceptions

As a new educational innovation, the implementation of ICT into education is a complex process where many factors play a role. Pelgrum (2001) assumed that teachers and students in the teaching-learning situation play a significant role in facilitating or hindering changes that are outside the control of the decision makers of education. Unfortunately, much of the literature on ICT uses in education has overlooked teachers' perceptions toward the new technology represented by ICT tools (Harper, 1987). Researchers have focused on the students' achievement while using the ICT in most of the educational situations, ignoring the psychological and contextual factors involved in the process of educational computerization (Clark, 1983; Thompson, Simonson, & Hargrave, 1992).

Albirini (2004) studied attitudes of high school English as Foreign Language (EFL) teachers in Syria toward ICT. The study examined the relationship between computer attitudes and five independent variables: computer attributes, computer competence, cultural perceptions, computer access, and personal characteristics including computer training background. The targeted population was 326 randomly sampled high school EFL teachers in Hims during the

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2003–2004 school years. The findings suggest that teachers have positive attitudes toward ICT in education. Teachers' attitudes were predicted by computer attributes, cultural perceptions and computer competence.

Al- Rabaani (2008) investigated the knowledge, skills and attitudes of Omani social studies teachers to the use of computers in instruction. The research sample was 622 teachers from four regions and four stages. Data was collected by using a questionnaire. The results showed that social studies teachers lack computer skills but had positive attitudes towards their application in teaching. The study also showed that these teachers depended on themselves in developing their computer skills. Findings revealed differences in teachers' computer skills and attitudes towards using computers according to the region and stage they teach; but there were no differences according to gender.

The cognitive factor of ICT in teaching in general and English language teaching in particular lies in the aptitudes and perceptions which go further than simply accessing ICT literacy. Providing the teacher and the classroom with the most recent ICT tools will not do much for language instruction and learning if a teacher does not have the necessary attitudes to modify their classroom practices (Ertmer in Jones, 2004). In several studies in the West, a lot of researchers shift from exploring environmental obstacles of access to individual teacher characteristics like beliefs and attitudes (Hermans, Tondeur, van Braak, & Valcke, 2008; Mueller, Wood, Willoughby, Ross, & Specht, 2008). A key feature of teachers' attitudes towards ICT is their understanding of how it will benefit their work and their students' learning (Jones, 2004). Cox (2008) expresses the need to measure, among other factors, the teachers' beliefs and understanding of the role of ICT within the subject being taught. Kirkup & Kirkwood (2005) distinguish innovators who are enthusiastic for technology as a valuable tool, and adopters who are less interested in technology and need evidence that it will improve their lives or work.

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Hermans et al. (2008) shed light on the mediating role of teachers' educational beliefs in the resistance and receptiveness to integrate computers in classroom practice. Mumtaz (2000) concludes in a meta-analysis that teachers' theories about teaching are central in influencing teachers to use ICT in their teaching. Teachers' educational beliefs can be barriers to ICT integration (Ertmer in Hermans et al., 2008).

Becker (in Hermans et al., 2008) suggests, on the other hand, that highly active computer users seem to adopt a constructivist position. However, findings have been inconsistent (Chen, 2008; Mueller et al., 2008). Positive attitudes towards ICT or constructivist perspectives on learning will not automatically lead to innovative teaching practice. Judson (2006) suggests that there may be little correlation between stated beliefs and actual practice.

So, it is obvious that the development of teachers' positive perception toward ICT is a key element not only for enhancing ICT use and integration but also for avoiding teachers' resistance to ICT use (Watson, 1998). It is clear that users' perception is a crucial issues as Rogers (1995) asserted that people's perceptions toward a novel technology are a key factor in its spreading. As Rogers uses both innovation and ICT interchangeably (p. 12), the diffusion of innovation framework he suggested seems mainly to match the idea of the diffusion of ICT.

As Rogers mentioned in his principle, focus has been shifted from individuals' knowledge about ICT to forming attitudes towards it and then manifesting an adoption or rejection corroborates the general and widely accepted belief that attitudes affect behavior directly or indirectly (Ajzen & Fishbein, 1980; Zimbardo, Ebbesen, & Maslach, 1977). Christensen (1998) states that teachers' attitudes toward ICTs are reflected not only on their own computer experiences, but also on the experiences of the students they teach. Teachers' attitudes have been found as a tool for predicting their use of any new ICTs in instructional settings (Abas, 1995b; Blankenship,1998;Isleem,2003).

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Kluever, Lam, Hoffman, Green, & Swearinges (1994) also stated that teachers' attitudes towards ICTs affect their use of ICTs in the classroom and the possibility of benefiting from training. Teachers who have positive attitudes towards ICTs often encourage less ICT capable teachers to master the skills required for the implementation of technology-based activities in the teaching and learning situations. Several researchers have mentioned that the successful implementation of ICT in education depends largely on the perceptions of the teachers (Jimoyiannis & Komis, 2007; Wen & Shih, 2008). They are the ones who determine how the ICT tools are used in the learning situations. Bullock (2004) found that teachers' perceptions play a major positive or negative role in the adoption of technology. Likewise, Kersaint, Horton, Stohl, and Garofalo (2003) stated that teachers who have positive attitudes toward ICT feel more comfortable with using it and usually integrate it into their practices. Woodrow (1992) also affirmed that the user's positive attitudes towards ICT help them and the stakeholders make any successful transformation in educational practice. Thus, it is crucially important, as mentioned in the above researches to help English teachers to form a positive attitude towards any ICT tool before implementing it.

A major factor which affects people's positions toward a new technology positively or negatively is the attributes of the technology itself (Rogers, 1995). Rogers identified five main features of technology that influence its acceptance and ensuing implementation: practical advantage, compatibility, complexity, visibility, and usability. Consequently, a new ICT will be increasingly used if teachers or adopters perceive that the novelty: (1) has advantages more than the previous novelty; (2) is well-suited with current practices, (3) is not hard to understand and utilize, (4) shows visible results, and (5) can be tested with on a limited basis before approval.

Theoretical Framework

The overall theoretical framework highlights three main important perspectives; the first one concludes that ICT is important for facilitating teaching as it saves time and efforts provided that teachers make the best selection and appropriate use. The second view focuses on the learner and meeting all his needs by providing him with differentiated activities to satisfy all types of learners and make learning construction easier and more enjoyable. The third trend however, is the ICT tool itself and how important and effective they are if selected by stakeholders to meet educational goals. As far as the researcher is concerned, if teachers are being equipped with the sufficient ICT knowledge and it is being used properly then they will be very effective otherwise it is a waste of money, time and efforts.

ICT has become a crucial part of most educational institutions and professional businesses organizations nowadays (Zhang & Aikman, 2007). Several ICT tools, including computers, were placed in schools in the early 1980s, and researchers propose that ICT will continue to be an important part of the education process for the next generation (Bransford, Brown, & Cocking, 2000; Grimus, 2000; Yelland, 2001). Modern technology offers many means for advancing teaching and learning. However, this potential may not easily be comprehended, as Dawes (2001) highlighted when he stated that "problems arise when teachers are expected to implement changes in what may well be in adverse circumstances" (p. 61). Therefore, stakeholders need to have a thorough understanding of the value of ICT in helping teachers, students and the whole school to carry out its plans effectively. ICTs help in improving the quality of teaching and learning through by helping teachers to overcome the difficulties they encounter while applying them. According to Balanskat, Blamire, and Kefala (2006), although educators appear to recognize the value of ICT in schools, difficulties persist to be encountered during the processes of adopting the ICT tools.

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All over the world there is an awareness of the essential role of ICTs in the education field. Different studies both theoretical and empirical, have considered the importance of ICT tools in the process of teaching and learning. Recently, the MoE and ADEC have put noticeable efforts and major financial investments to implement ICTs into teaching and learning environments across the country. In the UAE 2030 vision, it is mentioned that the whole country is, "investing heavily in adopting and implementing Information and Communication Technology (ICT) in its government and private sectors. The Global Information Technology Report 2010-2011 indicates that the UAE leads the Middle East and North Africa (MENA) region in leveraging ICT for increased economic diversification and competitiveness (Wikipedia the free encyclopedia (2012)"). It goes without saying, that this cannot be achieved without having a good education system applying ICTs in order to introduce graduates who are able to participate in achieving the UAE vision.

Since education is considered to be the backbone for a nations' development, research shows that a gradually increasing investment is being made in education compared to other services that communities require. Supplying schools with the latest technological facilities; in the UAE; MoE and ADEC, this investment in ICT should be justified through improving the education system output. Researches showed that, the investment in ICT results in significant improvements in the output of the teaching process via learning outcomes that could be measured. For example, a study in West Virginia (Mann, Shakeshaft, Becker, & Kottkamp, 1999) found that spending in ICT could compensate the reduction in class sizes. Education is central to the long-term well-being of a society and individuals and, teachers and students need all the support they can get; hence, they need to consider the potential of all available technologies.

The widespread adoption of ICT enhances teaching in general and English language instruction in particular and facilitates both formal and informal teaching. ICT makes the input

more comprehensible and helps in scaffolding various learner levels during individual, pair, group and/ or whole class activity.

Carnoy & Rhoten (2002) assumed that ICT brings revolutionary change in teaching methodologies. It also provides sufficient input for both homogenous and heterogeneous groups. ICT could provide teachers with good instructional techniques and help them create an ideal learning environment that could facilitate an "attainable input" as called by Stephen Krashen's (1977).

ICT makes teaching easier and equips the teachers with new attainable information and skills. This is supported earlier by Krashen's (1977) through his "Comprehensible Input" theory which is also called, "Second Language Acquisition". Through ICT teachers can make the new information comprehensible. Different ICT tools help teachers assist learners acquire language easily at all stages, especially at early ages, exactly like what a native speaker acquire in his mother tongue environment. ICT can provide a learning activity with effective classroom interaction and natural language acquisition.

Tsui (1995) stated that teachers' instruction in language teaching situations, using learning rich environments represented by ICT tools, facilitates both conscious learning and unconscious acquisition and students' real use of the language. According to Tsui (1995), teachers can play an important role in the learning process supported by different tools of ICT as well. Meanwhile the importance of learners' involvement in classroom learning cannot be overlooked. Tsui (1995) also states that students' participation in classroom interaction is one of the vital forms of involvement as the teachers select, apply and evaluate the most suitable ICT tool.

Roger's (1995) theory of Innovation Decision Process stated that novelty diffusion is a method that takes place over time through five stages: Knowledge, Persuasion, Decision, Implementation and Confirmation. Accordingly, ''the innovation-decision process is the course in

which the decision to use a new technology is mainly based on perceptions of the technology within the decision-making unit (Rogers 1995; Tatnall & Burgess 2004). The instruction or any decision-making unit passes (1) from knowledge of an innovation or ICT tool, (2) to forming a mind-set toward the innovation, (3) to a judgment to implement or reject, (4) to implementation of the new idea, and (5) to confirmation of this decision'' (Rogers, 1995, p. 161). Due to the novelty of ICT studies concerning its diffusion in education have often focused on the first three phases of the innovation decision process (Albirini 2004). As the above mentioned argument confirmed that due to the status of ICT in education is to a great extent still precarious. In most developing countries ICT has been introduced very recently into the educational system. So it has been mainly focused on the first two stages, that is, on knowledge of an innovation and attitudes about it.

Perceptions of teachers' ICT proficiency, can take care of different ages and different learning stages as the teacher enhance them using ICT which is deep-rooted in learning approaches highly developed by Dewey (1916), Piaget (1972), Vygotsky (1978) and Bruner (1990), constructivism learning theory indicates the role of ICTs as active construction of new knowledge based on a learner's prior experience. Woolfolk, 1993 states that the minds of the students automatically construct their own knowledge using the surrounding world where ICT is part of it. Hence, learning is an active process affected by the ICT tools used by teachers during the instruction.

Teachers, whose ICT competence is solid and up-to-date, can play a positive role in reshaping the learners' current language ability and advance it to their best. This could help students construct their knowledge as stated by Piaget and Vygotsky. Jean Piaget and Inhelder (1967) stated that through processes of accommodation and assimilation, individuals construct new knowledge from their experiences where the teacher plays a big role. The theory however,

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focuses on a learner's ability to mentally construct meaning of their own environment and to create their own learning. As a teaching practice, it is associated with different degrees of non-directed learning. A closer look at Jean Piaget and Lev Semyonovich Vygotsky theories of Cognitive Development shows that knowledge construction can be based on learner's previous experience where the tools around represented by ICT these days should have a positive contribution. The above mentioned theories are a good fit for working towards establishing well equipped teachers with meaningful ICT usage so they can ensure learning among learners. All these theories focus on the importance of a gradual knowledge construction built by the teacher using different ICT skills and tools. This trend was also supported by research conducted by Harman & Koohang, 2005; Hung & Nichani, 2002 focused on the important of steady knowledge building where ICT teachers' ability saves time and effort.

Other theories like, Media Richness theory (Daft & Lengel, 1984, 1986; Trevino, Lengel, & Daft, 1987) also highlights the importance of using ICT for facilitating the teaching and learning situations. This theory argues that media represented by ICT use from the teachers part, plays a crucial role in learning provided that teachers use the appropriate media to enable effective learning to take place. Since most of the learning takes place in via communication, ICT tool facilitates a shared understanding between the teacher and the learners and among the learners themselves.

From the above mentioned, we can sum up in agreement with Cox, Preston & Cox (1999) that the main factors which contribute to continuous use of ICT by teachers include: making their lessons more interesting, more enjoyable for both teachers and their students, more diverse, more motivating, tackling the learners' needs and supportive of productive learning. Overall, it is clear that the psychological factors of a teacher's own beliefs and attitudes to ICT and pedagogical innovation are both primary facilitators and barriers to teacher use of technology in

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the classroom. Teachers are urged to successfully ask themselves: if they are satisfied with the educational opportunities they are able to offer their students during the EFL teaching and learning situation. Hence, they should never be completely satisfied, and they should always strive to do better. In fact, they are supposed to question themselves if they are adequately developing the potential of the students and adequately prepare them for a productive life in society. For Murdoch (2001), (the National Centre for Vocational Education Research 2002) believes that ICT has a lot of impact on learning and Teaching (p.5). Schank and Cleary (1995) put this in brief when they state, "Today's schools are organized around yesterday's ideas, yesterday's needs, and yesterday's resources (and they weren't even doing very well yesterday)" (p.19). Other educators however, Schlechty (1997) stated that part of the solution can be by supplying the schools ICT support and actively used in the classrooms for learning environments. Schank and Cleary (1995) argued that we have acquired enough knowledge about the learning process to support it with ICTs, using software that help students to experience activities, at schools, which could have been impossible or difficult.

CHAPTER III. METHODOLOGY

Overview

This chapter will address the research design, instruments being used, population and participants being selected. Finally, means of data collection and methods of analysis were concluded.

Questionnaire was the main method used in this research, however observations were also implemented to support the data collected via the survey of teachers' ICT use. Data was analyzed using SPSS program version 18 specifically, descriptive statistics of frequency counts, mean and standard deviation. In addition, the qualitative data which were collected from both the open-ended part of the questionnaire and the observations was analyzed using the constant comparative method of data analysis (Strauss & Corbin, 1990). The researcher did not only depend on the data collected via survey, but also tried to support it using random observations which he believed would give him a close look at the real teachers' ICT use, integration and effectiveness in teaching English language .

Moreover, T-test analysis was applied to determine the difference between native and nonnative English teacher's knowledge, and usage of ICT in English language instruction. Also taking into account the number of years of experience in teaching English language using ICT, and if it has any significance differences on English language teachers' ICT use.

The questionnaire content was pilot tested and revised by three university instructors, an Education Advisor (EA), Subject Support Specialist in English language (SSS), an ICT teacher and some English language native and nonnative teachers.

The researcher believes that the questionnaire was the best way to collect the required data to answer the research questions as it is practical in terms of time, effort, less expensive and enables the researcher to cover a large group of participants. Questionnaire also guarantees

confidentiality so participants would not share responses freely. The data collected was supposed to have uniformity and equal standard as the same questionnaire was given to all subjects. In addition to what has been mentioned, the data provided by the questionnaire was supposed to be precise as the questionnaire was administered at the same period of time.

The researcher wanted to know whether or not teachers of English, native or nonnative speakers of different years of experience in teaching English language perceive their ICT use or not and if they are competent enough to use ICT tools in their day-to-day instructions. And the reasons they have for not using ICT tools in teaching English language. He also needed to find out what obstacles hindered the use of ICT tools in Cycle Three classrooms, i.e. are they the lack of ICT tools or are they teachers' lack of use skills in applying ICT tools.

Participants were asked to respond to 13 main Likert-type sections dealing with the perceptions of teachers' ICT use. The 13 sections contain 73 statements about the ICT usage, Hardware/ software (items1–8) ,Areas of Using ICT (items 9–15), Web Authorizing Software (items 16–21), Desk Top Publishing (items 22–33), Communication Tools (items 34–38), Application Software (items 39–46), Technology Operations and Concepts(items 47–48), Planning and designing Learning Environments and Experiences (items 49–53), Teaching, Learning and the Curriculum (items 54–57), Assessment and Evaluation (items 58–60), Productivity and Professional Practice (items 61–63), Social, Ethical, Legal and Human Issues (items 64–68), and Major Obstacles attitude (items 69–73).

The researcher built the questionnaire mainly on NETS for teachers' performance. However, the first part of the questionnaire was devoted for personal information and ICT tools were created by the researcher with ICT university teacher's consultants. The last part was three short open-ended questions aimed to collect data about teachers' ICT use. It was analyzed using constant comparative method of data analysis. Open-ended questions can allow participants to give more

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information including their expectations, obstacles, attitudes and understanding of the subject from which the researcher can better access the respondents' true feelings on the issue. With open-ended questions, the researcher is likely to get answers from the respondents which may contain extra information from the respondents (Wang 2008). These questions could also be used more willingly for secondary and future analysis by the researcher or other researchers.

Population and Participants

The researcher decided and chose Cycle Three English teachers as an ideal research population for this research data collection as it compose of both native and nonnative English language teachers. Also there is limited number of ICT studies conducted on Cycle Three ADEC. In addition, Cycle Three is the most important stage in the student's life in the UAE. The learner's future studies and career is bounded by the grades he/she scores at the end of this Cycle Three. Not only can the ICT help in improving the language competency but also it helps introducing basic ICT skills which students will need in the undergraduate studies. This aspect is not applicable to cycle one; as it is almost being taught neither by native English speakers nor for cycle two which is being taught by nonnative English teachers. The accessible research population was Al Ain Education Office schools in the UAE. Thus, this research study was carried out on Cycle Three teachers of English language in Al Ain Education Office, ADEC, UAE. The sample contained teachers of different years of experience, male and female, native and nonnative English teachers. The researcher compared the perceptions of teachers' ICT usage and current situation and compares it to NETS for both native and nonnative English teachers and the years of experience in teaching English language. The main aim was to find out what ICT practice would help English language teaching be more effective and the teaching and learning needed for using ICT in classroom. Another criteria in selecting Cycle Three English language teachers as the research population, was six schools divided equally 3 boys' schools and 3 girls' schools selected

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randomly. A sample of 78 participants was targeted in this study. All participants were of different years of Cycle Three English language teaching experience. The following is the distribution of Cycle Three public schools within Abu Dhabi Education Council- Al Ain Education Office.

Table 1

Distribution of Cycle Three Schools Population throughout Al Ain Office

Variable	Number	Percentage
Girls	6	54.5 %
Boys	5	45.5 %
Total	11	100%

The researcher had randomly sampled 6 schools out of 11, which is about 50% of the whole Cycle Three school population throughout Al Ain. Considering these percentages, he then referred to proportional sampling in the following manner by considering gender, years of experience and language (native and nonnative English teachers). In sampling for Cycle Three girls' schools; he used the following sampling method. Since the number of the girls' of Cycle Three public schools in Al Ain Education Office is 54.5% of the whole Al Ain Cycle Three public schools, he randomly sampled 3 schools from the girls' schools. And likewise, as the number of Cycle Three boys' schools in Al Ain Office is 45.5%, he sampled 3 schools from the boys' schools.

The research population was 143 English native and nonnative English teachers at Cycle Three, in Al Ain Education Office Schools; boys and girls schools, of an average of 13 teachers in each of the 11 schools; 5 boys and 6 girls' schools. The targeted sample was 78 teachers distributed among 6 schools, three boys and three girls' schools. The total number of responses which the researcher could collect back was 73 responses distributed among 35 native English teachers represent (47.9%) and 38 nonnative English teachers (52.1%). The gender was represented as follow; 39 males (53.4%) and 34 female (46.6%). All teachers are teaching grade

10, 11 and 12 other than 4 who didn't mention the grades they were teaching. The majority of the sample represented by 30 teachers teach grade 12, then the second in order comes grade 11 with 25 teachers, grade 10 is the lowest with 14, in addition to 4 teachers no grade mentioned. 41 teachers are of 6 years and more of teaching English experience, 32 have an experience of 5 years or less in teaching English language. The sample minimum qualification is a BA degree of 32 teachers, 40 teachers of the sample hold an MA degree and only one with a Ph.D.

Research Design and Procedure

The current study employs a mixed method design which includes both quantitative and qualitative research method.

A QUAN-Qual Model research was implemented in two phases. The first part was a survey conducted in 6 schools randomly assigned; 3 boys' and 3 girls' schools equally represented making about 50% of the entire research population which is 11 Cycle Three schools in the Al Ain Educational Office. Each school has about 13 teachers making a total of 78 targeted Cycle Three English language teachers as the research sample. The questionnaire was adapted from the NETS. It consists of thirteen sections followed by an open-ended section where teachers were given the chance to give their input on whatever they like to add. The second part however was an observation sheet (see Appendix B). The researcher also randomly selected 2 schools; 1 boys' and 1 girls' schools containing 8 teachers; 4 male and 4 female teachers representing about 10% of the research sample. The observation sheet was also developed from the NETS to support the responses in the survey out of the selected perceptions of their ICT use. The observers were trained to use the observation sheet. They were the researcher and an EA. They both conducted a pilot observation and then held a discussion session to see the accuracy of the observation. Each observation lasted for an entire lesson; 45 minutes a period. All the results were analyzed using

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the SPSS program version 18 descriptive statistics of frequency counts, mean and standard deviation and the constant comparative method of data analysis (Strauss & Corbin, 1990).

Instruments

The researcher used two instruments; the first and main one was a questionnaire, however observations also was used to make sure that data collected via survey was consistent and reflecting the actual perceptions of the teachers' ICT use. Observation was used during the teachers' actual face to face teaching to support the questionnaire results and stand on the practices in reality.

Questionnaire

The researcher has designed his own questionnaire modified from NETS for teachers reviewed by several referees. It has comprised of two parts; the first one is an adoption of a five-point Likert scale. According to the five-point scale, 1 refers to 'Never', 2 'Rarely', 3 'Sometimes' 4 'Usually', and 5 'Always'. The second part included open-ended questions.

In a pilot study with one IT teacher to check the clarity of the ICT items and 6 both native and nonnative teachers making about 10% of the research sample. The pilot group was of different teaching experience randomly selected. The 'ICT Tools' and NETS standards were first verified the understandability and clarity of them. A meaning of each statement was verbally explained before the subjects fill in the questionnaire. This feedback from the IT teacher and the other 6 subjects were used to revise the questionnaire before it was administered again to the research sample in the main study.

Part I of the questionnaire focused on personal data including gender, age, nationality, qualifications, language (native or nonnative) and years of experience in teaching English.

Part II has elicited teachers' responses to the extent they use specific ICT tools in their classrooms.

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Part III was focused on giving the teachers a chance to express their concerns, obstacles and expectations from ICT in language teaching. The researcher used the constant comparative method of data analysis for analyzing the open-ended part of the questionnaire. Teachers mainly answered question three (see appendix A), "List 5 points that hinder the usage of ICT in your teaching?" Responses were as follow; lack of training and PDs, lack of facilities, problems with accessing to the Internet, time is not enough to plan and integrate ICT in language teaching. Students behavior, Updated ICT tools, Broken ICT tools (data shows and computers) and no cooperation from (IT teachers) and administrations.

The study was conducted in two phases, a questionnaire survey involving 73 teachers from 3 boys' schools and 3 girls' schools of an average of 13 teachers in each school.

Observation

Observation, which was used as the second method for collecting data during English language teachers' instructions, was also used for supporting the data collected via the questionnaire. The data collected was analyzed using the constant comparative method of data analysis (Strauss & Corbin, 1990). It was constructed based on the questionnaire items (see Appendix B). It was used to collect qualitative data for supporting the analysis. The sample was selected randomly and several observations have been conducted in different schools for both native and nonnative English language teachers of different experience. A number of 8 teachers of about 10 % of the sample from these schools, 4 female and 4 male teachers 2 native and 2 nonnative teachers in each group. These schools employ both native and nonnative English language whose qualifications range from BA to Ph.D degree.

Qashoa (2006) studies Motivation among learners of English in the secondary schools in the Eastern Coast of the UAE. The study was conducted on 100 national male students from four state secondary schools in the Eastern Coast of the UAE. Students' were between 16-18 years. The

researcher also interviewed 10 teachers and 3 supervisors of English from Sharjah Educational Bureau. The overall result showed that students showed a positive attitude towards the L2 community and an agreement that studying English can allow them to interact with other English speakers.

Table 2:

Background Characteristics of the Teachers who were Observed

Name	Gender	Language	Class teaching	Years of experience	Qualifications
Teacher 1	Male	Nonnative	10	6+	BA
Teacher 2	Male	Nonnative	11	1-5	MA
Teacher 3	Male	Native	12	6+	MA
Teacher 4	Male	Native	12	1-5	BA
Teacher 5	Female	Nonnative	10	6+	MA
Teacher 6	Female	Nonnative	11	6+	BA
Teacher 7	Female	Naive	12	6+	MA
Teacher 8	Female	Native	12	1-5	MA
Total	8				

Qualitative Data

Criterion or purposeful sampling (Marshal, 1996) was used in order to select "the most productive sample to answer the research questions" (p. 523) for the qualitative part of this research. With the assistance of one English educational advisor (who in charge of the girls' school), eight teachers were selected based on the criteria presented in Table 2: gender, age, classes they teach, language, and qualifications. Data were collected through observations from the selected school teachers. The method of qualitative content analysis (Mayring, 2000) was used

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for the analysis of the qualitative data. Qualitative data was used for supporting the data collected through the questionnaire.

Quantitative Data Analysis

Demographics

Table 2 presents the demographics of teachers who participated in the quantitative part of the research. Teachers who took part in the quantitative research were (50%) females and (50%) male teachers of English language. Regarding their years of experience in teaching English, (25%) were of 1-5 years of experience in teaching English and (75%) were 6+ years of experience in teaching English. (50%) of the teachers were grade 10 and 11 and the other (50%) were teaching grade 12. (62.5%) of the sample holds an MA degree and (37.7%) holds a BA degree. By linking together sets of observations with conceptual patterns of explanation we "see" reality (Bertilson, 1996). Observation was used for collecting data regarding teachers' practices regardless if they were native or nonnative.

All the 8 participants included in the observation were from Cycle Three (grades 10-12) teachers of English as a foreign language. They were all with a minimum experience of 3 years in teaching English with a baseline of band 6.5 in IELTS for the nonnative and licensed in teaching English for the native teachers. Based on ADEC's recruiting policy as 3 years' experience is a must condition for working with ADEC.

An observation sheet was used to collect data focusing on the three main parts of the questionnaire which were transformed into the observation sheet with three columns for, 'Yes, No and Evidence'. The observers spent a whole lesson observing the entire three-part lesson, presentation, practice and the plenary stage. The duration of an observation was: 45 minutes which is the official period time in ADEC's schools. Every incident concerning using ICT and

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type of the tools used for showing the using ability in English language teaching was recorded. These observations served to support and broaden the data from the questionnaire surveys in-depth and detailed what is really going on in the classroom and what is needed. All incidents were recorded using the observation sheet in the evidence column as they included the seating of the learners, the ICT tools, perceptions of English language teachers of ICT skill in usage and location and usage. ISTE standards were the main focus of the observations. A schedule for observing the teachers was followed, making sure that all levels and native and nonnative teachers were equally represented according to the proportions (see Appendix C).

The researcher applied the constant comparative method of data analysis. He first coded the data from both the open-ended part of the questionnaire and the observation sheet. Then he collected the similar observed ICT tools used during the English language sessions and put them in groups. After that the researcher categorized groups of similar concepts. And finally the researcher used an analysis format for listing the frequency of responses (see appendix D). In the open ended part most responses were as follow; Students behavior was at the most repeated with 39 responses, lack of training was second with 35, lack of facilities came the third with 30 responses, problems with accessing to the Internet was the four major obstacle for using ICT in language teaching with 20 responses and other obstacles like students' behavior, updated ICT tools, broken ICT tools (data shows and computers) and no cooperation from IT teachers and administrations were mention 12 responses times. The observation results indicated that (80%) of the observed teachers were seen using computer and data show during English languge teaching classes. (75%) of the observed sample was seen using the internet to search for images and related topics. (50%) of the sample was seen using the Microsoft Office Power Point Presentations during the observed sessions. About (25%) of the sample was seen using the cassette players.

Validity and Reliability

A modified version of the NETS was used as the main component of both the questionnaire and the observation sheet. Only the first part was added to the questionnaire (see appendix A). The questionnaire was validated by three university Ph.D holders; an Information and Technology (IT) teachers and two Instructors of Curriculum and instruction. The content of the questionnaire was also reviewed by a board of experts, three (Educational Advisors) EA, two (Subject Support Specialists) SSS and an IT teacher were refereed to judge the content validity. They all suggested rephrasing some statements especially in the ethics and background and major obstacles sections (see Appendix A). Participants were asked willingly to complete the questionnaire and responses were collected after that by the researcher.

Concerning the observation, the researcher used the same content of the questionnaire changing the Likert scale (see Appendix A) to; yes, no and evidence (see Appendix B).

Finally, concerning reliability, the questionnaire score was reliable. The score reliability was calculated using Alpha Chronbach, using SPSS (version 18.00). The score reliability was 0.96 which means that the questionnaire was highly reliable (see table 2).

Table 3
Cronbach's Alpha result of the Overall Study Result

Reliability Statistics		
Cronbach's Alpha	N of Items	Valid
.96	13	73

Limitations of the Study

It should be noted that this study is preliminary and exploratory in nature. All data collected was based entirely on the honesty of answers from the participants and how they perceived their skills toward ICT. The results also provide only a "snapshot" of the time when data were collected. It also must be recognized that the teachers involved participated voluntarily

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in this research study. Therefore, caution has to be taken when generalizing any finding for the entire population at the United Arab Emirates as it was conducted in the Emirate of Abu Dhabi-(ADEC)

Other barriers informed in this study were teachers' low level of ICT skills in English language teaching, which could be due to low perceptions of English language teachers' competences which are necessary for future use. Such result points to the constant importance of ICT resources for the success of ICT initiatives worldwide. It also implies that ICT initiatives should include standards for preparing English language teachers to use ICT effectively in their instructions.

In brief it is clear that this research study has some limitations which have to be taken into consideration when generalizing its results. First, this study was conducted in the Emirate of Abu Dhabi on ADEC, Al Ain Educational Office schools that are currently undergoing a thorough educational reform. This reform is aiming to facilitate all ADEC's schools with all the required ICT tools. Such a plan might not exist in other Emirates in the UAE. In addition, the sample chosen for the study is Cycle Three male and female schools in Al Ain Educational Office. So the results cannot be generalized to other cycles. Finally, this study was implemented in the scholastic year 2011-2012. Thus, the study is limited only to public schools in one city in the UAE and in one scholastic year.

CHAPTER IV. RESULTS

Overview

The results of this QUAN-Qual study were drawn from the two instruments, the questionnaire and the observations. This chapter is divided into three parts based on the researcher three targeted questions.

(1) How do English language teachers perceive their ICT use?

(2) Is there any significant difference in the perceptions of teachers regarding their ICT use due to years of experience in teaching English language?

(3) Is there any significant difference between native and non-native English language teachers' perceptions regarding their ICT use?

Results

Research Question 1. How do English language teachers perceive their ICT use?

To answer question 1 "How do English language teachers perceive their ICT use?", the overall results point out that teachers were not suer of the perceptions of their ICT use in relation to English language teaching. The overall mean scores of the thirteen sections ranged from 1.45 to 3.15 on a 5-point scale (see Table 3). These responses indicate that teachers were not sure of the perceptions of their ICT use.

These results were supported by the data collected from the observations during the observed sessions; teachers were using only basic ICT tools like the data show some internet websites for learning English. They were seen using some Microsoft Office programs like; Word, Power Point, and excel. They also show some basic ICT usages for planning and sending a follow up short message service (SMS) to parents.

Table 4

Summary of Descriptive Statistic of Frequency on Teachers Perception of their ICT Use

Variable	Mean	Std. Deviation
Hardware/ software	2.21	.81
Areas of Using ICT	2.95	1.01
Web Authorizing Software	2.00	1.23
Desk Top Publishing	1.45	.85
Communication Tools	2.45	1.44
Application Software	1.88	1.12
Technology Operations and Concepts	3.10	1.29
Planning and designing Learning Environments and Experiences	2.95	1.28
Teaching, Learning and the Curriculum	2.96	1.31
Assessment and Evaluation	3.06	1.33
Productivity and Professional Practice	3.15	1.37
Social, Ethical, Legal and Human Issues	2.70	1.32
Major Obstacles	2.64	1.35
Total	2.58	1.21

Investigating the results in details by looking at table 5, we can see that the first section; hardware/ software, was not represented well in the overall descriptive statistic of the frequency summary specifically responses to Microsoft Office uses. It is clear that teachers use Microsoft Office more than any other hardware/ software tools. However other ICT tools like school web site, which is supposed to be a daily ICT tool has one of the lowers means at 2.08. Observation results indicated also that teachers of English have never been seen using Test preparation programs or Authoring software.

Table 5

Hardware/ Software Usage

Variable	Mean	Std. Deviation
Microsoft Office (Word, PPT, Excel, Publisher, Access, etc.,)	3.71	1.49
Authoring software e.g. FrontPage	2.14	1.35
Management programs for student data	3.07	1.48
School Web Site	2.08	1.43
Internet search engines for lesson planning and resource finding	3.93	1.48
Test preparation e.g. quiz creator	2.79	1.49
Total	2.95	1.01

Table 5 shows low perceptions of teachers ICT use in areas of using ICT with an overall mean score of 2.21 (SD =.81) (See Table 6). Computer got a slightly high score among areas of using ICT which is a normal case since it is the most frequent used tool.

Observations have confirmed that 2 thirds of the observed teachers used computers mostly for downloading internet stuff like daily worksheets mostly related to reading, grammar, power point presentation (PPT), worksheets, famous educational websites as teachers were seen log into the internet for immediate uses or stuff being seen distributing worksheets from some famous websites; edhelper, which some schools are members at.

Table 6
Areas of Using ICT

Variable	Mean	Std. Deviation
Computer	3.68	1.35
Television	1.78	1.10
VCR/VHS Tapes	1.33	.75
DVD Player	2.18	1.23
OHP	2.42	1.52
ActivBoard	1.63	1.14
Digital cameras (still)	2.49	1.26
Digital video cameras	2.12	1.21
Total	2.21	.81

Table 7 shows that teachers of English have low perceptions towards web authorizing software tools at (mean=2.00). This could be due to the limited web authorizing software programs skills the teachers of English have. Observations confirm this finding as teachers of English were not observed using any of the web authorizing software programs during the observed sessions.

Table 7
Web Authoring Software Usage

Variable	Mean	Std. Deviation
FrontPage/SharePoint designer	1.78	1.13
Dreamweaver	1.60	1.06
PDF	3.03	1.54
HTML	2.62	1.63
NetObjects Fusion	1.45	.96
Macromedia Dreamweaver	1.49	1.07
Total	2.00	1.23

Looking at table 8 we can see that Desktop Publishing tools were rated among one of the lowest perceived items in the ICT tools. Observations have proved also that teachers rarely use these tools other than very limited assignment requesting some students produce their English Continuous Assessment Rich Task (ECART) products using Microsoft Office Publisher.

Table 8
Desk Top Publishing Programs

Variable	Mean	Std. Deviation
Serif PagePlus	1.38	.89
Adobe Home Publisher a	1.70	1.09
Adobe PageMaker ,Adobe FrameMaker ,Adobe InDesign	1.67	1.11
Microsoft Office Publisher	2.33	1.41
Corel Ventura	1.25	.62
iStudio Publisher	1.26	.65
PageStream (used to be "Publishing Partner")	1.21	.60
QuarkXPress	1.21	.55
CorelDRAW	1.26	.62
Fatpaint (Web-based application)	1.22	.63
OpenOffice.org	1.49	1.04
Ready,Set,Go	1.42	1.00
Total	1.45	0.85

Table 9 shows that teachers of English are not sure of the use of the communication tools. However a slightly noticeable above average (mean =3.52) was gained by Email in this section. It seems that teachers perceive their skill in using email for contacting their colleagues and students. Three teachers were observed sending emails containing daily work to their students'. Observations proved that teachers are aware of the importance of being competence at

using the email for performing personal affairs and some of them were seen sending tasks via emails to their students during the observed sessions.

Table 9
Communication Tools

Variable	Mean	Std. Deviation
Email	3.52	1.66
Blogs	2.52	1.54
Wikis	2.41	1.40
Twitter	1.59	1.13
Facebook	2.21	1.46
Total	2.45	1.44

Table 10 shows that teachers of English rated the application software very low with an overall mean 1.88. This is due to the limited PDs devoting for improving teachers' ICT use, specifically in this area. Although teachers are supposed to log into the World Wide Web for resources which help teachers facilitate teaching and learning English language as a foreign language. Observations proved that teachers were rarely seen using application software during the observed sessions.

Table 10
Application Software

Variable	Mean	Std. Deviation
Internet Explorer	3.40	1.63
Windows Mail	2.36	1.62
Windows Live	2.03	1.48
Windows Live Messenger	1.86	1.43
Windows Live Movie Maker	1.74	1.13
Microsoft Agent	1.40	.89
Microsoft Messenger for Mac	1.32	.80
Live Mesh	1.00	.00
Bing (search engine)	1.78	1.12
Total	1.88	1.12

Table 11 shows that teachers are above average at the meaning and usage of technology operations and concepts. The mean scores range between 3.08 and 3.11. Observations have also found that the majority of the observed teachers were slightly aware of the available ICT tools like

desktops and data show and never been seen during observed sessions showing operations and concepts awareness skills.

Table 11
Operations and Concepts

Variable	Mean	Std. Deviation
demonstrate introductory knowledge, skills, and understanding of concepts related to technology (awareness of meaning and usage).	3.11	1.36
demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.	3.08	1.22
Total	3.10	1.29

Table 12 shows a low an overall average mean score of 2.95 (SD = 1.28) out of 5 items in the planning and designing learning environment and experiences (See Table 12). Teachers seem to lack sufficient Professional development which could help them plan and design the required learning environment with enough ICTs experiences. Teachers' responses indicate that teachers use ICT poorly concerning designing and are not sure if they can create an enjoyable learning environment.

Table 12
Planning and Designing Learning Environment and Experiences

Variable	Mean	Std. Deviation
design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	3	1.22
apply current research on teaching and learning with technology when planning learning environments and experiences.	2.92	1.21
identify and locate technology resources and evaluate them for accuracy and suitability.	2.97	1.32
plan for the management of technology resources within the context of learning activities.	2.9	1.3
plan strategies to manage student learning in a technology-enhanced environment.	2.97	1.36
Total	2.95	1.28

Table 13 shows an overall low mean score at 2.96 in the perception of teachers ICT use in using ICT tools for teaching, learning and the curriculum. Teacher might not be aware of the

use of ICT for facilitating teaching and learning. catering for individual needs, developing higher order thinking and enhancing the language learning internment. Evidence for using ICT tools for teaching. learning and the curriculum competently were not observed during the observation session. Teachers were using basic ICT tools like data show and some MSO programs for delivering routine sessions.

Table 13
Teaching, Learning and the Curriculum

Variable	Mean	Std. Deviation
facilitate technology-enhanced experiences that address content standards and student technology standards.	.05	1.33
use technology to support learner-centered strategies that address the diverse needs of students.	2.97	1.32
apply technology to develop students' higher order skills and creativity.	2.85	1.30
manage student learning activities in a technology-enhanced environment.	2.96	1.28
Total	2.96	1.31

Table 14 shows that using ICT for assessment and evaluation is average. Results show that teachers of English are not aware of the importance of using ICT for marking and recording students summative and formative exam results. The mean score is average ranging from 2.86 3.21. Observations have shown that observed teachers didn't show a noticeable use in using assessment and evaluation programs other than the Education and School Improvement Service (ESIS) program provided by ADEC.

Table 14
Assessment and Evaluation

Variable	Mean	Std. Deviation
apply technology in assessing student learning of subject matter using a variety of assessment techniques?	3.21	1.31
use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning?	2.86	1.23
apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity?	3.12	1.44
Total	3.06	1.33

Table 15 shows that teachers are neutral in regards to the importance of being competent in ICTs for their professional development and the productivity. The overall mean score is 3.15 out of 5 Likert scale. Observations neither confirm nor reject this result because there was no chance to attend PD or teachers meetings and discussions.

Table 15
Productivity and Professional Practice

Variable	Mean	Std. Deviation
use technology resources to engage in ongoing professional development and lifelong learning?	3.22	1.29
continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning?	3.01	1.38
apply technology to increase productivity?	3.22	1.43
Total	3.15	1.37

Table 16 shows a low awareness of the teachers' social, ethical, legal and human issues at an overall mean score 2.70. Observations confirm that Students were Emirates having the same background.

Table 16

Social, Ethical, Legal and Human Issues

Variable	Mean	Std. Deviation
model and teach legal and ethical practice related to technology use?	2.82	1.36
apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities?	2.78	1.24
identify and use technology resources that affirm diversity?	2.53	1.24
promote safe and healthy use of technology resources?	2.81	1.43
facilitate equitable access to technology resources for all students?	2.55	1.32
Total	2.70	1.32

Table 17 indicates that teachers are average with regards to their ICT use and the effect of the obstacles such as the insufficient number of ICT tools, necessary skills, shortage of time, professional development sessions and the lack of support from administration. Observations have affirmed that teachers try to avoid using ICTs, if there are any, because the period is: 45 minutes and they are required to plan three-part lessons: presentation, practice and plenary. In addition, negative attitude towards ICT tools has been confirmed by the responses earlier.

Table 17

Major Obstacles

Variable	Mean	Std. Deviation
insufficient number of ICT tools for educational use?	3.45	1.57
lack of knowledge/skills in using computers/the Internet for instructional purposes?	2.15	1.15
insufficient time for teachers to prepare lessons using ICT?	2.92	1.34
inadequate administrative support at the department/school office level?	2.82	1.50
feeling uncomfortable because some students are more competent with ICT than you are.	1.86	1.17
Total	2.64	1.35

Research Question 2

To answer question 2 (Is there any significant difference in the perceptions of teachers regarding their ICT use due to years of experience in teaching English language?), the overall result (0.35) indicates that both group one (teachers between 1-5 years of experience in teaching English language) and group two (6 years and above of experience in teaching English) were neutral in giving their responses in the way they perceive their ICT use in relation to English language teaching.

To explore the relationship between teachers' perceptions in the two groups towards ICT and years of teaching experience, scores for years of teaching experience were categorized into two levels: from 1 to 5 and from 6+ years of teaching experience. The t-test was used to analyze the differences among the two groups and their ICT perception. The overall results showed that teachers' perceptions towards ICT tools on the number of teaching years were not affected by their teaching experience.

Table 18

Summary of t-Test on Years of Experience of Teachers' Perception of their ICT Use

Variable	Mean YoE			
	G1	G2	t	Sig. (2-tailed)
Hardware/ software	2.04	2.33	-1.54	0.13
Areas of Using ICT	2.72	3.13	-1.75	0.09
Web Authorizing Software	1.89	2.08	-0.93	0.35
Desk Top Publishing	1.32	1.55	-1.55	0.13
Communication Tools	2.36	2.52	-0.65	0.52
Application Software	1.82	1.92	-0.49	0.63
Technology Operations and Concepts	2.92	3.23	-1.09	0.28
Planning and designing Learning Environments and Experiences	2.81	3.06	-0.91	0.37
Teaching, Learning and the Curriculum	2.77	3.10	-1.16	0.25
Assessment and Evaluation	2.97	3.14	-0.63	0.53
Productivity and professional Practice	2.94	3.32	-1.28	0.21
Social, Ethical, Legal and Human Issues	2.48	2.87	-1.46	0.15
Major Obstacles	2.06	2.09	-0.14	0.89
Total	2.39	2.64	-1.04	0.35

Group 1= 1-5 years (32 participants) and Group 2= 6+ years (41 participants)

As Table 19 presents, the results of the independent-sample t-test scores show no significant differences in the perceptions of ICT use (t=-1.04; p 0.35) amongst the teachers' years of experience towards ICT tools (see table 19). These responses indicate that the two groups were not sure of the perceptions of their ICT use in relation to the experience factor. These results were in consistent with the results gathered from the observations. Both the first group with few years of experience and the other group with more experience in teaching English, show negative perception in terms of the use, attitude and readability to try to explore the available ICT tools in teaching English language in all the observed sessions. They were all handling ICT tools in almost the same usage ability.

By looking at some detailed t-Test analysis on years of experience of teachers' perception of their ICT use (see table 19).We can see that there are few items in areas of using ICT indicate significance differences between the two groups (see table 19). In the following table the researcher will only address the significance difference parts.

Looking into the areas of using ICT section, table 18 presents that 3 items (50%) of the variances were significant at < 0.05 in favor of 6 years and plus experience in teaching English language. This indicates that the more experience in teaching English the teachers of English have the positive attitude they have towards ICT tools.

Table 19
Areas of Using ICT

| Variable | Mean YoE | | | Sig. (2- |
	G1	G2	t	tailed)
Authoring software e.g. FrontPage	1.78	2.58	-2.62	.01**
Management programs for student data	2.68	3.44	-2.50	.02**
School Web Site	1.68	2.55	-2.78	.01**
Total /6	2.72	3.13	-1.75	.18

Research Question 3

To answer question 3 (Is there any significant difference between native and non-native English language teachers' perceptions regarding their ICT use?), the overall result at table 20 point that both native and no native English teachers have very low perceptions of their ICT use in relation to English language teaching at (t=1.66; p 0.23), (see Table 30). Only three sections out of thirteen show significance differences

Table 20
Summary of the Overall Result Analysis of t-Test on Native and Nonnative Teachers' Perception of their ICT Use

Variable	Mean			Sig. (2-
	G1	G2	t	tailed)
Hardware/ software	2.31	2.11	1.04	0.30
Areas of Using ICT	3.14	2.78	1.54	0.13
Web Authorizing Software	2.34	1.68	3.38	0.00*
Desk Top Publishing	1.67	1.25	3.00	0.00*
Communication Tools	2.57	2.34	0.88	0.38
Application Software	2.23	1.55	3.99	0.00*
Technology Operations and Concepts	3.34	2.87	1.70	0.09
Planning and designing Learning Environments and Experiences	2.80	1.60	1.17	0.25
Teaching, Learning and the Curriculum	3.14	2.79	1.25	0.22
Assessment and Evaluation	3.25	2.89	1.34	0.19
Productivity and professional Practice	3.35	2.96	1.32	0.19
Social, Ethical, Legal and Human Issues	2.12	2.04	0.46	0.65
Obstacles	2.12	2.04	0.46	0.64
Total	2.64	2.22	1.66	0.23

Group 1=N 35= native English teachers, Group2=NN 38= nonnative English teachers * (p>0.05)

However, the results collected via the observation showed that both native and no native English teachers show the same skill and awareness in using the ICT tools in teaching English.

Although the overall result didn't indicate a significant difference between native and nonnative English teachers in the hardware and software section, the detailed analysis of this part indicates only one variable with significant difference represented by Digital video cameras at 0.04. Observations however didn't show any use of digital cameras uses neither by native nor by

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the nonnative English teachers. This could be because teachers didn't need to display video materials during the observation sessions.

Looking at result analysis in details, the Authorizing Software Usage section result shows a significant difference in the total result of this section at 0.00. The significant difference between native and nonnative English teachers' perception of their web authorizing software programs is very high scoring < 0.05, except for one variable; PDF which indicates that both native and nonnative English teachers have the same using skill. Mostly all this section items indicate that native speakers English teachers are competent in the design programs. This could be due to their positive attitude towards ICT tools and good background in using them, the PDs they have and the sufficient time using web authoring software in teaching English language. Observations however didn't indicate any differences in teachers' using ability in these programs. Observed teachers were not seen using them in any of the sessions being observed. This is because these kind of programs are very specialist and are mainly used for IT design and programming.

Table 21 shows a significant difference in the total result of this section at 0.00. The significant difference between native and nonnative English teachers' perception of their web authorizing software programs is very high scoring < 0.05, except for one variable; PDF which indicates that both native and nonnative teachers have the same using ability. Mostly all this section items indicate that native speakers English teachers are competent in the design programs. Observations however didn't indicate any significant difference between native and nonnative English language teachers in using web authoring software. Observed teachers were not seen using them in any of the observed sessions. These programs are used for designing and motions which are not used by English language teachers.

Table 21
Web Authoring Software

Variable	Mean			
	G1	G2	t	Sig. (2-tailed)
FrontPage/SharePoint designer	2.23	1.37	3.48	0.00*
Dreamweaver	1.97	1.26	3.00	0.00*
Net Objects Fusion	1.83	1.11	3.46	0.00*
Macromedia Dreamweaver	1.77	1.24	2.19	0.03*
Total	1.95	1.25	3.03	0.00*

Table 22 declares a high overall significance differences between native and non-native English teacher's perceptions of their desk top publishing use at a total of 0.00 in favor of native English teachers. Three variables however represented by Microsoft Office Publisher, PageStream, and OpenOffice.org don't indicate any significant differences between the two groups. Observations however didn't indicate any significant difference in using Microsoft Office Publisher since the two groups use the same tools in the observed sessions.

Table 22
Desk Top Publishing

Variable	Mean			
	G1	G2	t	Sig. (2-tailed)
Serif PagePlus	1.63	1.16	2.32	0.02*
Adobe Home Publisher	1.97	1.45	2.10	0.04*
Adobe PageMaker ,Adobe FrameMaker ,Adobe InDesign	2.17	1.21	4.09	0.00*
Microsoft Office Publisher	2.49	2.18	0.91	0.37
Corel Ventura	1.40	1.11	2.08	0.04*
iStudio Publisher	1.46	1.08	2.60	0.01*
PageStream (used to be "Publishing Partner")	1.34	1.08	1.91	0.06
QuarkXPress	1.34	1.08	2.09	0.04*
CorelDRAW	1.40	1.13	1.87	0.07
Fatpaint (Web-based application)	1.40	1.05	2.44	0.02*
OpenOffice.org	1.71	1.29	1.77	0.08
Ready,Set,Go	1.74	1.13	2.73	0.01*
Total	1.67	1.25	3.00	0.00*

Table 23 shows, the results of t-test which indicates an overall significant difference between native and nonnative English teachers at 0.00. Observations however didn't show any

use of these tools other than some downloading from the emails or sending students some learning

materials via emails.

Table 23

Application Software

| Variable | Mean | | | Sig. (2- |
	G1	G2	t	tailed)
Internet Explorer	3.77	3.05	1.92	0.06*
Windows Mail	3.00	1.76	3.51	0.00*
Windows Live	2.57	1.53	3.20	0.00
Windows Live Messenger	2.43	1.34	3.49	0.00*
Windows Live Movie Maker	2.09	1.42	2.61	0.01*
Microsoft Agent	1.69	1.13	2.77	0.01*
Microsoft Messenger for Mac	1.57	1.08	2.76	0.01*
Live Mesh	2.46	1.97	1.42	0.16
Bing (search engine)	1.97	1.61	1.40	0.17
Total	2.23	1.55	3.99	0.00*

CHAPTER V. DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Overview

The novelty of the ICT tools is gradually becoming an inevitable part in people's personal and professional life. They exceed their role from a language facilitator to a modern life necessity. ICT tools provide English language teachers, with multiple opportunities to visualize and bring automatic language situations. Different scholars, institutions and decision-makers are still cautious regarding enjoying the actual facilities and integration of the ICTs in classroom activities. Attempts are being made by teachers to make the best they can to support their teaching and their students' learning.

The investigation of Cycle three teachers' perceptions of their ICT use in teaching English language in the UAE was meant. Areas like how teachers look at their ICT current use and how it support or hold back their English language teaching was studied. , Teachers' present ICT uses in daily English language instruction, the language difference between native and nonnative and how much does it has to do with ICT use and the relationship between years of experience and ICT use were examined. Obstacles that English language teachers think has to do with the full implementation of the ICT tools in English language teaching too was addressed in the open ended part of the questionnaire.

This chapter is intended to briefly demonstrate and discusses the findings of the study that has been mentioned in the previous chapter. A discussion of the various implications of the study will also be presented. Finally, some recommendations are concluded for further research will be listed.

Discussion of the Results

The results of this study stated that English language teachers are not mainly sure of the perceptions of their ICT use in teaching English for Cycle Three students. Results also show that

there is no significant difference in relation to the number of years of experience in teaching English language in relation to ICT use. However, significant differences were recognized concerning teachers' native language; native and nonnative teachers' perceptions of their ICT use.

In addition, the English language teachers perceptions towards ICT tools indicates crucial important in integrating technology in English language teaching. The three research questions were used as a general framework to discuss the main results of the study.

The study had the following three questions:

(1) How do English language teachers perceive their ICT use?

(2) Is there any significant difference in the perceptions of teachers regarding their ICT use due to years of experience in teaching English language?

(3) Is there any significant difference between native and non-native English language teachers' perceptions regarding their ICT use?

The results of the analysis provided the following answers to the three research questions. (1) The overall results of the thirteen sections revealed that teachers don't have a clear perceptions of their ICT use in teaching English language, the mean score (2.58). The result of this question doesn't completely match with different researchers who believe that perceptions of teachers of their ICT using skill have been universally recognized as an important factor for the success of technology integration in education (Rogers, 1995; Watson, 1998; Woodrow, 1992, Almekhlafi and Almeqdadi, 2010). Teachers need to perceive the importance of being competent in ICT. As soon as the they perceive the ICT tools role in language teaching, participants are expected to be using ICT in their classrooms. They can achieve that once they have been provided with the required PDs, enough time for planning and integration and ICT tools become more available to them. This symbiotic association between attitudes toward ICT and its use and use in the language instruction has been widely reported in the literature (e.g., Blankenship, 1998; Isleem, 2003,

Baylor and Ritchie, 2002 , Rogers, 1995, Ertmer in Jones, 2004 , Hermans, Tondeur, van Braak, & Valcke, 2008; Mueller, Wood, Willoughby, Ross, & Specht, 2008, Chen, 2008; Mueller et al., 2008, Ajzen & Fishbein, 1980; Zimbardo, Ebbesen, & Maslach, 1977, Christensen, 1998, Kluever, Lam, Hoffman, Green, & Swearinges, 1994, Kersaint, Horton, Stohl, and Garofalo, 2003 , and Woodrow, 1992, Albirini, 2004).

The presence of ICT tools in the developing countries' schools is not enough. Stakeholders have the responsibility not only to supply the schools with various ICT tools, but also to foster a habit of acceptance amongst the end-users of these tools. This can be achieved through making the use of ICTs attainable by providing the teachers with the sufficient professional development sessions and enough time and encouragement. Teachers' unclear perceptions of teachers' ICT use are in consistence with findings by several researchers (e.g., Ya'acob et. al., 2005; Paula & So, 2006, Albirini 2004, Koohang, 2005, Kress, 2002, Perry, 2003).

Teachers' concern about the inappropriateness of computers with the existing ADEC language indicators as well as the lack of time for computer use point out that educational change cannot simply be accomplished by placing computers in schools (Hodas, 1993). Previous researches have pointed to teachers' lack of ICT competences as a main obstacle to their perceptions and usage of ICT in developing countries (Al-Oteawi, 2002; Na, 1993; Pelgrum, 2001, Albirini 2004, Harman & Koohang, 2005; Hung & Nichani, 2002; Harman & Koohang, 2005, Kress, 2002, Perry, 2003). The unclear perceptions of teachers' ICT use support and extend the findings from previous research.

This perception by the English language teachers might be due to several factors which make them response neutrally; they don't receive enough support from the administrations. Teachers don't have enough time for integrating ICTs in their teaching. Teachers may not have the

necessary skills as they don't have enough technical professional development. ICTs might be viewed ineffective in teaching English as a foreign language. Schools maybe don't have enough ICT tools in each classroom. The curriculum maybe doesn't require the use of ICT in teaching English and the teacher may not have a positive attitude towards using ICT for teaching English as they may believe it is time consuming.

(2) There is no significant difference between years of experience in teaching English language; teachers with 1-5 years of experience and those teachers with 6+ years of experience in teaching English language. The results of the independent-sample t-test scores show no significant differences in the perceptions of ICT using skill (t=-1.04; p > 0.05) amongst the teachers' years of experience towards ICT tools. The majority of respondents stated having low competences in handling most of the ICT tools needed by English language teachers in relation to years of experience in teaching English langauge. The observations results matches these results as teachers being watched rarely used only some basic ICT tools like computers and data-shows. This finding supported results of (Al- Rabaani 2008, Eugene 2006). However it didn't not match with the findings of researches conducted by (Albirini, 2004, Adika & Adeyinka 2007, Al-Zaidiyeen 2010, Ismail, Almekhlafi and Al-Mekhlafy 2010).

Teachers' concern about the inappropriateness of computers with the existing ADEC language indicators as well as the lack of time for computer use point out that educational change cannot simply be accomplished by placing computers in schools (Hodas, 1993). Previous researches have pointed to teachers' lack of ICT competence as a main obstacle to their perception and usage of ICT in developing countries (Al-Oteawi, 2002; Na, 1993; Pelgrum, 2001, Albirini 2004, Harman & Koohang, 2005; Hung & Nichani, 2002; Harman & Koohang, 2005, Kress, 2002, Perry, 2003). The results of the present study stated that perceptions of English language

teachers ICT use are crucial in language teaching. It supports and extends the findings of previous researches.

As being mentioned in the overall means score earlier this unclear perception by the two groups might be due to several factors which make them response neutrally; they might not receive enough support from the administrations. Teachers might not have enough time for integrating ICTs in their teaching. Teachers may not have the necessary skills as they don't have enough technical professional development. ICTs might be viewed as ineffective in teaching English as a foreign language. They might not have enough ICT tools in each classroom. The curriculum may not require the use of ICT in teaching English.

(3) There is a statistically significant difference between the native and nonnative English language teachers in favor of the native English language teachers group in three sections out of thirteen sections, (t=1.66; p < 0.05).

This result is inconsistent with some researchers addressed in the literature review e.g. (Al- Rabaani 2008, Eugene 2006). The respondents' positive perceptions were clear in some t-test analysis specifically in Web Authorizing Software, Desktop Publishing, and Application Software which was in consistence with findings of researches conducted by (Albirini, 2004, Adika & Adeyinka 2007, Al-Zaidiyeen 2010, Ismail, Almekhlafi and Al-Mekhlafy 2010). These results were not clear in the observation results. This matches Eugene (2006) findings who found that teachers' actual instructional practices of technology integration were found not to match their beliefs.

Both groups were seen using if any, the same ICT tools. Native English language Teachers' perception and positive attitudes reveal their initiation into the innovation-decision process (Rogers, 1995). It seems that nonnative English language teachers don't fully perceive and value the importance of ICT in teaching English. Teachers of English at Cycle Three do not have

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clear perception of their ICT use. These findings matched with (Albirini 2004) findings. However the other part of the sample represented by the native English language teachers have already gone through the Knowledge and Persuasion stages (Rogers, 1995) and are probably proceeding to the Decision phase. As many theorists have indicated, attitudes can often predict future decision-making behavior (Ajzen & Fishbein, 1980).

This difference which is in favor of the native speakers might be because of the cultural awareness of the importance of using ICT in supporting language instruction. It is worth mentioning that all the English Medium Teachers (EMTs) are coming from different Western countries. The researcher believes that the Western countries are pioneering education in general and language teaching using ICT tools. The western governments also facilitate teaching and learning and provide schools with the necessary ICT tools. This could be also due to the habit that native English teachers have formed in using ICTs in their personal life and can transfer it to their profession. Also native teachers' might have a positive attitude towards ICTs, sufficient ICT PDs at their countries. The availability of ICT tools in schools in their countries might have made this difference between native and nonnative English teachers exist.

It can be concluded from this study that teachers' using skill of ICT is important in facilitating English language instruction and enhancing the learning of English Language. A good mastery of ICT will take some time when all the stakeholders work towards facilitating the ICT usage in teaching English language. Teachers should perceive their ICT use in saving time, efforts, and making learning English as easy and interesting. They should master ICT operation and integration in their daily face to face teaching.

Recommendations for Further Studies

Based on the findings of this research, it is advisable that leaders of the education reform at ADEC should endeavor revisiting the learning plan with a view to integrate the use of computer and ICT- supporting instruction in teaching English language. However ADEC can use some initiative projects like the E-Class as a proper seed for this effort. This can be implemented firstly by training teachers in computer literacy, then the adequate ICT tools in all Cycle Three schools. Also, teachers of English language should be exposed to regular seminars and computer literacy workshops to keep them abreast of computer and ICT- based instruction in English language. Furthermore, school administrations should list the support of local communities to secure ICT tools in all Cycles and specifically Cycle Three schools for effective teaching and learning. Ministry of Education in the UAE should also ensure that schools do not just have computers and ICT facilities rather they should ensure that they are effectively utilized.

The findings of this study demonstrated that the English language teachers are generally neutral in their responses regarding their ICT use. The study was implemented on a quite a big scale population where 50% of Cycle Three teachers were targeted. Thus, additional investigations circumstances surrounding the ICT use needed to be conducted. Moreover, a replication of the study can be made to assert its results on other Emirates, on larger populations and with more participants with other cycles. In addition, the study was implemented during a process of a huge reform in ADEC represented by facilitating the schools with all the necessary ICT tools. Therefore, there is a need to conduct more studies after completing ADEC's ICT reform plan.

Learners have to be willing and eager to learn using ICT tools. Administration need to provide classes with the necessary ICT tools and make them ready for the benefit of the learners who are the main concern of the ICT use. However, ADEC and other stake holders in the UAE

education system should clamor for improving the quality of English Language instruction in schools through making sure that teachers have the required level of ICT mastery. This can be achieved by equipping the schools with adequate, enough ICT tools, knowledge and skills of using ICT to teach English language.

Finally, several studies are required to investigate different English language teachers' use and implementing rather empirical studies to have a complete picture of the actual English language teachers' ICT use. Further studies are needed to investigate these drawbacks and challenges which can be listed as:

- ICT infrastructure in classrooms

- Access to ICT tools and resources

- Teachers' attitude towards the effectiveness of ICT integration

- Time constraints and ICT integration

- Students' ICT skills

- Administrative support for ICT integration in English classroom

- ICT integration in English curriculum design

Conclusion

ADEC is leading a great educational reform in the UAE aiming to reach international educational standards. This is represented by several initiative steps icncluding the role of ICT tools in education in general and ICT in English language teaching and learning in particular. This awareness is represented by equipping ADEC's schools with the required ICT tools however; these tools will not allow the execution of the reform without taking into consideration the teachers' roles. Teachers have to be counted as the corner stone for any ICT integration. Studying the teachers' ICT needs, PDs, locating time in the curriculum for effective ICT implementation, regular meetings and feedback from teachers' ICT integration and encouraging teachers to form positive attitude towards ICTs are key elements for any ICT use in future English language instruction.

It is taken for granted that ACEC is aware of the above mentioned issues however teachers mentioned that so far, very little is taking place concerning ICT and English language. Policy-makers should make sure that all ADEC's schools are well equipped with the latest ICT tools. The English language curriculum designers, EAs and SSS have to encourage the ICT integration across the four Cycles; Preschool, Cycle One, Cycle Two and Cycle Three. Administrations should encourage teachers to form a positive attitude towards ICT tools and make teachers' ICT accessibility easier. EAs and SSS should encourage ICT integration to be part of the daily teaching and learning activities. Teachers are required to seek every chance to develop their ICT skills and knowledge addressing any issues hindering the ICT integration into their daily delivery. Teachers also have to be positive while handling any ICT tools, recognizing that they are made to save their time and effort. Active steps should be taken by teachers to enhance their ICT capabilities; like enrolling in ICT training sessions, reading researches devoted for language

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learning and integrating ICT and attending any ICT forums. Students should help their teachers to make the ICT uses effective and more meaningful.

The findings obtained from this study may be specific to English language teachers in the UAE education system, but their implications are significant to other educators as well. Teachers' perceptions of their ICT use in the current study have a special significance given the limitations characterizing the current status of ICT in UAE schools: insufficient ICT tools, lack of PDs, insufficient time for integration, and teachers' lack of ICT competence. Teachers' perceptions reflect the reality. Consequently, it is crucial for policy-makers to sustain and encourage teachers' positive attitudes towards ICT as a continuing step toward deriving the complete benefits of the ICT tools. Placing ICT tools in schools is not enough for achieving educational change. The integration of ICT into education requires equal responsibility in various aspects of education. Both ADEC policy-makers and English language teachers share a responsibility to make ICT integration into the daily curriculum delivery success.

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APPENDIX A: QUESTIONNAIRE

Information Communication Technology (ICT) Survey

Section I. A: Personal Information:

Please tick the applicable box.

    A.   **Gender**

        Male   ☐   Female   ☐

    B.   **Language**

        Nonnative   ☐   Native   ☐

    C.   **Years of Experience**

1 - 5 years   ☐   6- 10 years   ☐   Over 10 years   ☐

    D.   **Qualifications**

        B.A Degree   ☐   Masters Degree   ☐ Ph.D./ Ed. D   ☐   Other

        (write)_____

Grade(s) you are teaching: 10   ☐   11   ☐   12   ☐

SECTION I. B: Information Communication Technology (ICT) Survey

INSTRUCTIONS: Please respond to each statement using the following five-point scale:

Tick only one of the following:
        (5) Always–   I use this practice regularly in my classroom.
(4) Usually–   I use this practice frequently but not regularly in my classroom.
(3) Sometimes– I use this practice occasionally, but not regularly in my classroom.
        (2) Rarely–   I hardly ever use this practice in my classroom.
        (1) Never–   I never use this practice in my classroom.

Please read and rate the amount of time you spend working with that type of technology in your classroom.

To what extent do you use the following ICT tools?	Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never(1)
Computer	5	4	3	2	1
Television	5	4	3	2	1
VCR/VHS Tapes	5	4	3	2	1
DVD Player	5	4	3	2	1
OHP	5	4	3	2	1
ActivBoard	5	4	3	2	1
Digital cameras (still)	5	4	3	2	1
Digital video cameras	5	4	3	2	1
Microsoft Office (Word, PPT, Excel, Publisher, Access, etc.,)	5	4	3	2	1
Authoring software e.g. FrontPage	5	4	3	2	1
Management programs for student data	5	4	3	2	1
School Web Site	5	4	3	2	1
Internet search engines for lesson planning and resource finding	5	4	3	2	1
Test preparation e.g. quiz creator	5	4	3	2	1
FrontPage/SharePoint designer	5	4	3	2	1
Dreamweaver	5	4	3	2	1
PDF	5	4	3	2	1
HTML	5	4	3	2	1

NetObjects Fusion	5	4	3	2	1
Macromedia Dreamweaver	5	4	3	2	1
Serif PagePlus	5	4	3	2	1
Adobe Home Publisher	5	4	3	2	1
Adobe PageMaker ,Adobe FrameMaker ,Adobe InDesign	5	4	3	2	1
Microsoft Office Publisher	5	4	3	2	1
Corel Ventura	5	4	3	2	1
iStudio Publisher	5	4	3	2	1
PageStream (used to be "Publishing Partner")	5	4	3	2	1
QuarkXPress	5	4	3	2	1
CorelDRAW	5	4	3	2	1
Fatpaint (Web-based application)	5	4	3	2	1
OpenOffice.org	5	4	3	2	1
Ready,Set,Go	5	4	3	2	1
Email	5	4	3	2	1
Blogs	5	4	3	2	1
Wikis	5	4	3	2	1
Twitter	5	4	3	2	1
Facebook	5	4	3	2	1
Internet Explorer	5	4	3	2	1
Windows Mail	5	4	3	2	1
Windows Live	5	4	3	2	1
Windows Live Messenger	5	4	3	2	1

Windows Live Movie Maker	5	4	3	2	1
Microsoft Agent	5	4	3	2	1
Microsoft Messenger for Mac	5	4	3	2	1
Live Mesh					
Bing (search engine)	5	4	3	2	1
A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (awareness of meaning and usage).	5	4	3	2	1
B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.	5	4	3	2	1
A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners?	5	4	3	2	1
B. apply current research on teaching and learning with technology when planning learning environments and experiences?	5	4	3	2	1
C. identify and locate technology resources and evaluate them for accuracy and suitability?	5	4	3	2	1
D. plan for the management of technology resources within the context of learning activities?	5	4	3	2	1
E. plan strategies to manage student learning in a technology-enhanced environment?	5	4	3	2	1
A. facilitate technology-enhanced experiences that address content standards and student technology standards?	5	4	3	2	1
B. use technology to support learner-centered strategies that address the	5	4	3	2	1

diverse needs of students?					
C. apply technology to develop students' higher order skills and creativity?	5	4	3	2	1
D. manage student learning activities in a technology-enhanced environment?	5	4	3	2	1
A. apply technology in assessing student learning of subject matter using a variety of assessment techniques?	5	4	3	2	1
B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning?	5	4	3	2	1
C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity?	5	4	3	2	1
D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning?	5	4	3	2	1
A. use technology resources to engage in ongoing professional development and lifelong learning?	5	4	3	2	1
B. continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning?	5	4	3	2	1
C. apply technology to increase productivity?	5	4	3	2	1
A. model and teach legal and ethical practice related to technology use?	5	4	3	2	1
B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities?	5	4	3	2	1

	5	4	3	2	1
C. identify and use technology resources that affirm diversity?	5	4	3	2	1
D. promote safe and healthy use of technology resources?	5	4	3	2	1
E. facilitate equitable access to technology resources for all students?	5	4	3	2	1
To what extend do you suffer from…					
A. insufficient number of ICT tools for educational use?	5	4	3	2	1
B. lack of knowledge/skills in using computers/the Internet for instructional purposes?	5	4	3	2	1
C. insufficient time for teachers to prepare lessons using ICT?	5	4	3	2	1
D. inadequate administrative support at the department/school/office level?	5	4	3	2	1
E. feeling uncomfortable because some students are more competent with ICT than you are?	5	4	3	2	1

SECTION 11. OPENN ENDED QUESTIONS

A. What do you expect from ICT to enhance language learning? List your expectations:

_____

_____

_____

B. Do you have any concerns about using ICT in language teaching and learning? If yes, what are those?

_____

_____

_____

List 5 points that hinder the usage of ICT in your teaching?

1_____

2_____

3_____

4_____

5_____

Information Communication Technology (ICT) (Observation Sheet)

School: _____ Grade: _____ Subject: _____ Period/Time: _____

Teacher: _____ Date: ____/____/____ Observer: _____

Tick the applicable box (yes or no) and if yes please write the evidence and any other practice related to ICT usage?	Yes	No	Evidence
Computer			
Television			
VCR/VHS Tapes			
DVD Player			
OHP			
ActivBoard			
Digital cameras (still)			
Digital video cameras			
Microsoft Office (Word, PPT, Excel, Publisher, Access, etc.,)			
Authoring software e.g. FrontPage			
Management programs for student data			
School Web Site			
Email			
Internet search engines for lesson planning and resource finding			
Test preparation e.g. quiz creator			
FrontPage/SharePoint designer			
Dreamweaver			

PDF			
HTML			
NetObjects Fusion			
Macromedia Dreamweaver			
Aldus Personal Press			
Serif PagePlus			
Adobe Home Publisher			
Adobe PageMaker ,Adobe FrameMaker ,Adobe InDesign			
Microsoft Office Publisher			
Corel Ventura			
iStudio Publisher			
PageStream (used to be "Publishing Partner")			
CorelDRAW			
Fatpaint (Web-based application)			
OpenOffice.org			
QuarkXPress			
Ready,Set,Go			
Email			
Blogs			
Wikis			
Twitter			
Facebook			
Internet Explorer			
Windows Mail			
Windows Live			
Windows Live Messenger Windows Live Movie Maker			
Microsoft Agent			

Microsoft Messenger for Mac			
Live Mesh			
Bing (search engine)			
A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (awareness of meaning and usage).			
B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.			
A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners?			
B. apply current research on teaching and learning with technology when planning learning environments and experiences?			
C. identify and locate technology resources and evaluate them for accuracy and suitability?			
D. plan for the management of technology resources within the context of learning activities?			
E. plan strategies to manage student learning in a technology-enhanced environment?			
A. facilitate technology-enhanced experiences that address content standards and student technology standards?			
B. use technology to support learner-centered strategies that address the diverse needs of students?			
C. apply technology to develop students' higher order skills and creativity?			
D. manage student learning activities in a technology-enhanced environment?			
A. apply technology in assessing student learning of subject			

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matter using a variety of assessment techniques?			
B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning?			
C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity?			
A. use technology resources to engage in ongoing professional development and lifelong learning?			
B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning?			
C. apply technology to increase productivity?			
A. model and teach legal and ethical practice related to technology use?			
B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities?			
C. identify and use technology resources that affirm diversity?			
D. promote safe and healthy use of technology resources?			
E. facilitate equitable access to technology resources for all students?			
F. insufficient number of ICT tools for educational use?			
G. lack of knowledge/skills in using computers/the Internet for instructional purposes?			
H. insufficient time for teachers to prepare lessons using ICT?			
I. inadequate administrative support at the department/school/office level?			
J. feeling uncomfortable because some students are more competent with ICT than you are?			

APPENDIX C: OBSERVATION SCHEDULE

Observation schedule

School A.

Teacher	Class	Number of ICT tools	Notes
1	10		
2	11		
3	12		
4	12		

Observer: 1   Signature :

Observation schedule

School B.

Teacher	Class	Number of ICT tools	Notes
1	10		
2	11		
3	12		
4	12		

Observer: 1   Signature :

APPENDIX **D:** Information Communication Technology (ICT) (Observation Sheet data analysis).

School: _____ Grade: _____ Subject: _____ Period/Time: _____

Teacher: _____ Date: ____ / ____ / ____ Observer: _____

Tick the applicable box (yes or no) and if yes please write the evidence and any other practice related to ICT usage?	Number of frequencies
Computer	
Television	
VCR/VHS Tapes	
DVD Player	
OHP	
ActivBoard	
Digital cameras (still)	
Digital video cameras	
Microsoft Office (Word, PPT, Excel, Publisher, Access, etc.,)	
Authoring software e.g. FrontPage	
Management programs for student data	
School Web Site	
Email	
Internet search engines for lesson planning and resource finding	
Test preparation e.g. quiz creator	
FrontPage/SharePoint designer	

Dreamweaver	
PDF	
HTML	
NetObjects Fusion	
Macromedia Dreamweaver	
Aldus Personal Press	
Serif PagePlus	
Adobe Home Publisher	
Adobe PageMaker ,Adobe FrameMaker ,Adobe InDesign	
Microsoft Office Publisher	
Corel Ventura	
iStudio Publisher	
PageStream (used to be "Publishing Partner")	
CorelDRAW	
Fatpaint (Web-based application)	
OpenOffice.org	
QuarkXPress	
Ready,Set,Go	
Email	
Blogs	
Wikis	
Twitter	
Facebook	

Internet Explorer	
Windows Mail	
Windows Live	
Windows Live Messenger Windows Live Movie Maker	
Microsoft Agent	
Microsoft Messenger for Mac	
Live Mesh	
Bing (search engine)	
demonstrate introductory knowledge, skills, and understanding of concepts related to technology (awareness of meaning and usage).	
C. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.	
A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners?	
B. apply current research on teaching and learning with technology when planning learning environments and experiences?	
C. identify and locate technology resources and evaluate them for accuracy and suitability?	
D. plan for the management of technology resources within the context of learning activities?	
E. plan strategies to manage student learning in a technology-enhanced environment?	
A. facilitate technology-enhanced experiences that address content standards and student technology standards?	

B. use technology to support learner-centered strategies that address the diverse needs of students?	
C. apply technology to develop students' higher order skills and creativity?	
D. manage student learning activities in a technology-enhanced environment?	
A. apply technology in assessing student learning of subject matter using a variety of assessment techniques?	
B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning?	
C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity?	
A. use technology resources to engage in ongoing professional development and lifelong learning?	
B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning?	
C. apply technology to increase productivity?	
A. model and teach legal and ethical practice related to technology use?	
B. apply technology resources to enable and empower learners with	

diverse backgrounds, characteristics, and abilities?	
C. identify and use technology resources that affirm diversity?	
D. promote safe and healthy use of technology resources?	
E. facilitate equitable access to technology resources for all students?	
K. insufficient number of ICT tools for educational use?	
L. lack of knowledge/skills in using computers/the Internet for instructional purposes?	
M. insufficient time for teachers to prepare lessons using ICT?	
N. inadequate administrative support at the department/school/office level?	
O. feeling uncomfortable because some students are more competent with ICT than you are?	

APPENDIX E: EMAILS FOR UASING NETS STANDARDS

On 9/20/11 7:03 AM, "ali haidar" <alihaidar90@gmail.com> wrote:

Dear Dr Kelly,

My name is ALi Haidar. I am Prof. Abdulateef Haidar's brother. I have
been given your email by Dr. Abdulrahman mysupervisor .I am doing my
MA in ICT. I wonder if you could email me the last NETS for Teachers
rubric and Performance Indicators to help me with my degree.

Yours Faithfully
Ali Haidar

P.O.Box: 89529,
Al Ain,UAE
alihaidar90@gmail.com

M.G. (Peggy) Kelly pkelly@csupomona.edu

9/21/11

Dear Ali--

I am happy you are doing your MA in ICT. That is wonderful!

All the NETS materials are available on the ISTE website (www.iste.org).
You need to be sure of what you are looking for--- NETS for Student, NETS
for Teachers, or NETS for Administrators. There are the original NETS
that were published beginning in 1998. There are a revised set of NETS
that were released beginning in about 2008.

As you look at the website, the pull-down menu under "STANDARDS" provides
all the resources you are likely to need.

Best wishes! PK

Dr. M.G. (Peggy) Kelly, Dean

College of Education & Integrative Studies

Cal Poly Pomona

3801 W. Temple Ave.

Pomona Ca 91768

PHONE: 909-869-2307

FAX: 909-869-4747

Reply

Dear Dr. Kelly,

Thank you so much for your replay. It will be so grateful if you have a ready survey for the teachers' performance indicators and a rubric for observation as I am studying the ICT and teachers performance.

On Wed, Sep 21, 2011 at 2:14 AM, M.G. (Peggy) Kelly <pkelly@csupomona.edu> wrote:
Dear Ali--

I am happy you are doing your MA in ICT. That is wonderful!

All the NETS materials are available on the ISTE website (www.iste.org).
You need to be sure of what you are looking for--- NETS for Student, NETS
for Teachers, or NETS for Administrators. There are the original NETS
that were published beginning in 1998. There are a revised set of NETS
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Cal Poly Pomona
3801 W. Temple Ave.
Pomona Ca 91768

PHONE: 909-869-2307
FAX: 909-869-4747

:2011/12/05م

الأستاذ / مدير منطقة العين التعليمية   المحترم

تحية طيبة، وبعد...

بدايةً يطيب لنا أن نتقدم لكم بأطيب تحياتنا متمنين لكم ولمنطقة العين التعليمية كل التّوفيق والنجاح
في الارتقاء بالعملية التعليمية التعلمية، هذا وفي إطار التعاون بين منطقة العين التعليمية وكلية
التربية بجامعة الإمارات العربية المتحدة، نود إفادتكم علماً بأن الطالب/ **علي حسين حيدر الحكيمي،**
مسجل في برنامج الماجستير تخصص "المناهج وطرق تدريس اللغة الانجليزية"، ويقوم بإعداد بحث
بعنوان: "**إدراك معلمي اللغة الانجليزية لكفاياتهم التقنية في تعليم اللغة الانجليزية** لطلبة
المرحلة الثانوية في دولة الإمارات العربية المتحدة" من ضمن متطلبات الماجستير. لذا نرجو التكرم
بالموافقة على تسهيل مهمته البحثية.

شاكرين ومقدرين حسن تعاونكم.

وتفضلوا بقبول فائق التحية والتقدير.

منسق برنامج الماجستير
أ.د. محمد أحمد عبد الدايم

<u>التصميم الإحصائي</u>

لتحليل نتائج الدراسة استخدم الباحث كلاً من برنامج SPSS لتحليل البيانات الكمية وكذا طريقة ثبات مقارنة تحليل البيانات لتحليل البيانات الوصفية.

<u>نتائج الدراسة:</u>

1. اتضح أن معلمي اللغة الانجليزية بالحلقة الثالثة محايدون في التعبير عن رايهم في استخدام التقنيات التربوية في تعليم اللغة الانجليزية.

2. اتضح من خلال تحليل نتائج الاستبانات والملاحظات الصفية أنه لاتوجد فروق ذات دلالة احصائية وفق مختلف الخبرات المهنية بين معلمي اللغة الانجليزية في استخدام التقنيات التربوية في تعليم اللغة الانجليزية.

3. اتضح من خلال تحليل نتائج الاستبانات والملاحظات الصفية وجود فروق في بعض بنود استبانه الآراء ذات دلالة احصائية وفقا للغة الأم للمعلم (عربيا و أجنبياً) بين معلمي اللغة الانجليزية في الحلقة الثالثة.

4. أوضحت قيمة امتحان t-Test أن هناك فرقا ذا دلالة احصائية عند مستوى معنوية 0.05 في بعض بنود استبانه الآراء وفق اللغة الام للمعلم (عربياً و اجنبيا) بين معلمي اللغة الانجليزية .

التوصيات:

يوصي الباحث بالتالي:

• الاهتمام بالدورات التأهيلة لمعلمي اللغة الإنجليزية في تقنيات التعليم.

• دعم القائمين على مناهج اللغة الانجليزية والإدارات المدرسية لإدراج تقنية التعليم ضمن البعد الزمني للمادة.

• العمل لتنمية الاتجاه الايجابي لمعلمي اللغة الانجليزية نحو تقنية التعليم.

• العمل على توفير وتسهيل استخدام تقنية التعليم في الصفوف.

• دراسة البنية التحتية في الصفوف الدراسية.

• دراسة مهارات الطلاب التقنية.

• دراسة إتجاه معلمي اللغة الانجليزية نحو التقنيات التربوية.

والله الموفق

أهداف الدراسة:

كانت الدراسة موجهة نحو تحقيق الهدف الرئيس التالي:

التعرف على مدى إدراك معلمي اللغة الانجليزية لاستخدام التقنيات التربوية في تعليم اللغة الانجليزية لطلبة المرحلة الثانوية في دولة الامارات العربية المتحدة

ولتحقيق هذا الهدف الرئيس سيتم التحقق من الأهداف الفرعية التالية:

1. المام معلمي اللغة الانجليزية بمختلف التقنيات التربوية في تعليم اللغة الانجليزية

2. التعرف على اتجاهات اداء معلمي اللغة الانجليزية نحو التقنيات التربوية.

3. التعرف على كفايات التقنيات التربوية على أداء معلمي اللغة الانجليزية.

4. الوصول الى وصف الاستخدام الحالي للتقنيات التربوية للمعلمين.

تساؤلات الدراسة:

سعت الدراسة للإجابة عن التساؤلات التالية:

1. كيف يدرك معلمو اللغة الانجليزية لاستخدام التقنيات التربوية ؟

2. هل هناك فرق ذو دلالة إحصائية في استخدام التقنيات التربوية لمعلمي اللغة الانجليزية حسب سنوات الخبرة في تدريس اللغة الانجليزية ؟

3. هل هناك فرق ذو دلالة إحصائية في استخدام معلمي اللغة الانجليزية للتقنيات التربوية وفقا للغتهم الأم (عربا او أجانب) ؟

منهج الدراسة:

إعتمدت هذه الدراسة على المنهج الوصفي (منهج المسح الاجتماعي عن طريق العينة).

الإجراءات المنهجية:

نوع الدراسة: تُعد هذه الدراسة من الدراسات الوصفية.

أدوات الدراسة:

1. الاستبانة.

2. الملاحظة.

مجالات الدراسة:

1. المجال المكاني:

طبقت هذه الدراسة على عينة عشوائية ، وعينة عمدية من معلمي مدارس الحلقة الثالثة بمدينة العين.

2. المجال الزماني:

تم تطبيق الدراسة في الفترة من 20 /1/ 2012م ، وحتى 15 /2012/3م.

3. المجال البشري:

معلمي اللغة الانجليزية في الحلقة الثالثة (معلمي الصفوف العاشر و الحادي عشر والثاني عشر) في مدينة العين.

ملخص رسالة ماجستير بعنوان:

رؤية معلمي اللغة الانجليزية حول استخدام التقنيات التربوية في تعليم اللغة الانجليزية لطلبة الحلقة الثالثة في دولة الامارات العربية المتحدة

دراسة وصفية تحليلية مطبقة على عينة من معلمي اللغة الانجيزية في الحلقة الثالثة بمدينة العين دولة الامارات العربية المتحدة

المقدمة:

تعد تقنيات التعليم من الوسائل الحديثة والمهمة في الحقل التربوي. وقد أثبتت دراسات ميدانية كثيرة فاعليتها في توفير الكثير من الوقت والجهد في تعليم وتعلم اللغة الإنجليزية حيث يستطيع المعلم موظفا التقنيات التربوية خلق بيئة تعليمية محفزة وشائقة كما يمكن للمعلم خلق بيئة شبيهه ببيئة اللغة الأم من خلال عرض الافلام والمقاطع الحياتية اليومية. ومن هنا تأتي أهمية تمكن معلم اللغة الإنجليزية من استخدام مختلف التقنيات التربوية بكفاءة. كما يعد التطوير المستمر لاستخدام التقنيات التربوية من قبل معلم اللغة الإنجليزية والقدرة على التعامل مع التقنيات التربوية الحديثة ومواكبة الجديد أولا بأول من اساسيات متطلبات الحياة المهنية و اليومية المعاصرة.

مشكلة الدراسة:

يمكن تحديد مشكلة الدراسة في التعرف على مدى ادراك معلمي اللغة الانجليزية من العرب والاجانب لمهارتهم في استخدام التقنيات التربوية في تعليم اللغة الانجليزية كلغة أجنبية وذلك من خلال وجود مشكلات في استخدام التقنيات التربوية بما يفعل من ذلك الاستخدام في التحصيل الدراسي للطلبة.

مفاهيم الدراسة:

1. رؤية معلمي اللغة الانجليزية لاستخدام التقنيات التربوية.
2. أساليب استخدام التقنيات التربوية.
3. معايير كفايات التقنيات التربوية.
4. دور التقنيات التربوية في تعليم اللغة الانجليزية.
5. إتجاهات وميول معلمي اللغة الانجليزية نحو تقنيات التعليم.

جامعة الإمارات العربية المتحدة
كلية التربية
قسم المناهج وطرق التدريس
برنامج الماجستير في التربية

عنوان الرسالة:
رؤية معلمي اللغة الانجليزية حول استخدام التقنيات التربوية في تعليم اللغة الانجليزية لطلبة الحلقة الثالثة في دولة الإمارات العربية المتحدة

اسم الطالب:
علي حسين حيدر محمد

لجنة المناقشة:
د. عبد الرحمن غالب المخلافي   مشرفاً
د. صادق عبد الواحد إسماعيل   عضواً
د. نجم الدين الشيخ   عضواً

يونيو 2012

جامعة الإمارات العربية المتحدة
United Arab Emirates University

UAEU Faculty of Education

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رسالة مقدمة من الطالب
علي حسين حيدر محمد

إلى

جامعة الإمارات العربية المتحدة
استكمالا لمتطلبات الحصول على درجة الماجستير في التربية
المناهج وطرق التدريس- لغة إنجليزية

يونيو 2012