

The use of ICT in EFL classrooms: A case study of a community college

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Abstract

This study was conducted to determine how ICT is implemented in EFL teaching and learning in vocational educational institutions in Kazakhstan. The author has designed a questionnaire to examine the use of ICT in EFL classes and in private language learning. The questionnaire uncovers how teachers and students use ICT tools in the process of EFL learning and investigating, the main barriers and blind spots in ICT integration in EFL training in vocational educational institutions of Kazakhstan. The dissertation provides insight into how ICT applications are used in the EFL classrooms at Kazakhstani vocational education institutions; explores the digital competences of EFL instructors; and examines student-faculty cooperation in the EFL classroom.

Key words: ICT (Information and Communication Technology), English as a foreign language, educational technology,

**Кәсіптік-техникалық білім берудің ағылшын тілін оқытуда ақпараттық-
коммуникациялық технологияларды қолдану**

Аңдатпа

Бұл зерттеу АКТ Қазақстанның кәсіптік оқу орындарында Шет тілін оқыту мен оқуға қалай енгізілетінін анықтау мақсатында жүргізілді. Автор Шетел тілін оқыту сыныптарында және жеке оқытуда АКТ-ны қолдануды бағалау үшін сауалнама жасады. Сауалнама оқытушылар мен студенттердің Шетел тілін оқыту процесінде АКТ құралдарын қалай пайдаланатынын, Қазақстанның шетел тілін оқыту кәсіптік оқу орындарында АКТ интеграциясының негізгі кедергілері мен әлсіз аймақтары қандай екенін ашады. Диссертация АКТ қосымшалары қазақстандық кәсіби оқу орындарындағы Шетел тілін оқыту сыныптарында қалай қолданылатыны туралы түсінік береді; EFL оқытушыларының сандық құзыреттерін зерттейді; EFL сыныбындағы студенттер мен оқытушылардың ынтымақтастығын қарастырады.

Түйінді сөздер: АКТ (ақпараттық-коммуникациялық технологиялар), шет тілдерін оқыту, білім беру технологиялары.

Использование информационно-коммуникационных технологий в преподавании английского языка в профессионально-техническом образовании

Аннотация

Данное исследование было проведено с целью определения того, как ИКТ внедряются в преподавание и обучение Иностранного Языка в профессиональных учебных заведениях Казахстана. Автор разработал анкету для изучения использования ИКТ Обучения иностранного языка в классах и при изучении частных обучении. Анкета раскрывает, как преподаватели и студенты используют инструменты ИКТ в процессе обучения иностранному языку, каковы основные барьеры и слепые зоны в интеграции ИКТ в профессиональных учебных заведениях EFL Казахстана. Диссертация дает представление о том, как приложения ИКТ используются в классах EFL в казахстанских профессиональных учебных заведениях; исследует цифровые компетенции преподавателей EFL; рассматривает сотрудничество студентов и преподавателей в классе EFL.

Ключевые слова: ИКТ (информационно - коммуникационные технологии), обучение иностранным языкам, английский язык образовательные технологии

CHAPTER 1. Introduction

Information and communication technologies (ICT) are nowadays omnipresent and they offer wide possibilities for foreign language studies (EFL). Many authors have emphasised the importance of ICT as a potential tool for revolutionizing education (Johansson & Gredenfors 2012, Scaife & Rogers 2012, Underwood 2014) and ICT is often viewed as a kind of an accelerator which could eventually improve the effects of learning and which could at the same time create equal opportunities for attaining education, which would ultimately lead to the transformation of the society as a whole (Kozma 2011).

If the society as a whole and education authorities want to adopt these newly created opportunities, they have to enable future teacher generations to be competent of using properly new ICT equipment in education. It means that students at teacher training vocational education institutions and universities studying to become teachers have to be offered courses where they would be given proper training and FL teachers are one of those target groups. The results of many research studies have dealt with the role and use of ICT in life and work of teachers (cf. Wu, 2014; Zervas et al., 2014; Light and Pierson, 2014; Brigas et. al., 2016), and a number of research studies have dealt with the role and use of the same equipment in FL teaching (Li & Walsh 2011; Halvorsen, 2016, Mikulan, Legac & Predrag Oreški 2017).

While it is fortunate that a large number of papers has been published which promote the use of ICT in foreign language teaching and learning (e.g. Ameri 2014, Sidorenko 2014, Whittaker 2014, Gretter & Gondra 2016, Mikulan, Oreški & Legac 2016), the fact remains that the use of ICT is often sporadic and insufficient. On the other hand, some authors accentuate the challenges to the teaching process because the extensive use of ICT may lead to an unintentional loss of the primary educational objectives and student confusion (Karabayeva 2014: 209).

Many studies have shown that using learning technologies and ICT especially in the English classroom, definitely improve and simplifies students' second language acquisition and visibly motivate them to continue learning, as well as stimulate their creativity. Using different kind of technology at the process of learning language can increase the diversity and diversity of learning environments and opportunities of learning, as well as improve the quality of the learning process, making the content of classes more diverse and accessible to almost every individual student; this ensures greater student participation and engagement (Pennington, 1996).

The integration of ICT into the curriculum provides access to a set of electronic tools, such as interactive video, the Internet, e-mail and the World Wide Web. These ICT tools can

help students acquire linguistic skills, connect and interact with other language users, and expand their understanding of different cultural practices, values, and modern lifestyles in countries where English is used as a first or second language. It is believed that learning using ICT creates more liveliness and interaction in the EFL classroom.

In addition, using technology in the teaching of foreign languages gives students a large number of advantages to expand their opportunities in the successful study of a foreign language. These benefits range from increasing motivation to encouraging autonomous learning, developing critical thinking skills, encouraging innovation and creativity, establishing interaction, enhancing communication, promoting research and collaborative learning in the language classroom, and improving student performance in writing class assessments. (Dodge, 1995; Warschauer, 1996; Dornyei, 1998; Joyce, 1998; Reksten, 2000; Greenfield, 2003; Hui-Fang, 2007; McMinn, 2008; Abu Naba'h, 2009; Ilter, 2009; Hussain, 2010; Seiltad, 2012; Azmi, 2014).

1.2. Aim of the study

The aim of the study was to investigate how ICT is implemented in EFL training in Kazakhstani vocational education institutions and in and independent English study practices of the students.

1.3. The objectives of the study:

- 1) To examine how various kinds of ICT equipment were used by teachers in English language classes in a vocational educational;
- 2) To explore how EFL teachers assess their own ICT competences for EFL teaching;
- 3) To find out how ICT equipment is used by students in their daily English learning activities in a vocational educational institution in Almaty;
- 4) To explore how students assess their own ICT competences for EFL learning.

According to Mikulan (2008), the FL teachers' ICT competences can be divided into theoretical, organizational and social, and practical competences, the last of which was of particular interest for this study.

1.4 Significance of the study

This research investigates how efficiently ICT tools are incorporated to Kazakhstan vocational educational institutions and what tools do teachers and students use ICT English language training.

Main barriers for ICT integration to EFL training in Kazakh vocational education are studied. The findings can be used by teachers of English to widen the experience and making English language learning motivating and fun.

1.5. Research questions:

1. How are ICT tools used in EFL training in Kazakhstani vocational education institutions?
2. What are teachers' and students' perceptions of the ICT use in vocational educational institutions?

1.6. Structure of the dissertation

Chapter 2 is devoted to theoretical aspects of our case study. We have examined existing articles, researches and existing experience in ICT integration in EFL all over the world. We have pointed out the peculiarities of using ICT in foreign language studying and learning. We have discussed the efficiency of ICT introduction like a way of motivation for students and teachers both. So, we have defined the theoretical basis of case study.

Also this chapter is dealing with practical implementation of ICT tools in the process of studying FL. Here we have defined how ICT can be integrated in the classroom. Then we have noted the special methodology of ICT integration in the vocational education institution classes and we have formed our didactic proposal. Also the important question is the effectiveness of using ICT and we have offered some effective ways to introduce ICT in the class or to expand ICT use in EFL.

In chapter 3, we proposed a questionnaire, specially designed for vocational education institution students and teachers of foreign language. So the author has described the conducted experience in one of the voluntary vocational education institutions of Kazakhstan. We have offered the aim and idea of the research. Then we've clarified objectives and subject of the research and its hypothesis. Therefore, that is extremely important to formulate theoretical and practical values of our case study.

Chapter 4 is fully dealing with the results of case study conducted.

CHAPTER 2 Literature review

2.1 History of Educational Technology

The role of technology in education has grown dramatically with very advanced technology like artificial intelligence being used to support students (Nurshatayeva et al., 2020, 2021). Using of technology for instructional purposes started in the sixties and seventies of the last century. Traditional language laboratories, which were consisted of a few small cabinets, headphones and a microphone for each student where a teacher used a control panel to monitor students. It was the main part and advantage was that students could acquire a target language quicker, as this method influences on verbal behavior of students. However, it was a positive step in connecting technology and language teaching, despite the fact that that method was not actually very efficient in terms of learning a language. Computer-based education came into use in the 1960's. Between the seventies and eighties microprocessors and electronic books had been imposed. Personal computers, CD-ROM, cassettes were already available. Since that time, technology started to develop. Mobile phones and laptops, the Internet, software applications and hardware, etc. began to be available enough. It can be noted that most technological tools are available in school, at vocational education institutions and universities in our days. Institutions began to use computer networking to make distance-learning courses or to assist instructors in creating tutorial exercises.

With the current pandemic situation, all educational institutions were forced to transfer online learning. All the teachers had to adapt and learn modern technologies spontaneously.

Information and Communication Technology (ICT)

The acronym ICT stands for Information, Communication and Technology, that was emerged in the late twentieth century. The acronym ICT is the merge of 2 terms "Communication & Technology" and "Technology", which used to describe a number of technologies in order to collect, process, store, review and transfer information. ICT includes audio-visual materials along with digital technologies such as computers, smart phones, e-books, e-mails or the Internet. In other words, it embraces any products that store, organize, transmit or obtain information electronically in a digital form. Furthermore, it is also related to the way these various applications can work with each other.

- **Information.** Information means the useful or important data at any stage of processing (input, output, storage, etc.).

- **Communication.** Potts defines communication as a process by which people designate and convey meaning in order to establish common understanding.

- **Technology.** The word "technology" comes from the words "techno" "(art, skill) and" "logos" (science). Therefore, the words of technology can be determined as the scientific knowledge, an art or skills.

According to these definitions of the following three elements, ICT can be determined as the utility of technology to support information transfer and communication efforts, especially in education.

2.2 The practical aspects of using ICT in foreign language

Nowadays, almost all over the world faced with a single problem and people are suffering with a global pandemic as Coronavirus. This pandemic this pandemic has spread at a rapid rate in our country. Because of this problem, especially all educational institutions were forced to switch to distance learning. In this period of global outbreak, the promotion of the use of ICT in distance learning and foreign language teaching is an urgent topic. Using technology at the process of the study foreign languages promote to improve reading and writing skills, to develop listening comprehension and good conversational competence, supporting teacher-student cooperation, creativity, autonomous learning, as well as activating already acquired knowledge. According to the study Dudney and Hockley (2007), ICT is an interactive lesson and allows working students collaborative, which helps students to improve the language. Though the technology devises students can find a number of online courses, educational platforms, and programs which help students learn and teachers teaching foreign languages. In this regard, modern teachers of foreign languages must be ready to provide their students with the opportunity to learn using technology in the classroom. In line with the introduction of ICT in education there were created many courses to teachers the UNESCO ICT competence framework for teachers how to improve the effectiveness of lessons by using ICT in the classroom. This structure explains to teachers how to use ICT to communicate and collaborate with students.

By reading the structure, teachers have abilities how to teach when and where to use modern technology in the teaching process, use ICT to create online platforms where students can share their projects, and share information and notes not only teachers but with each other.

E-learning platforms are effectively used in education through distance learning. One of the most popular is scaling. Though the Platforms even students are studying at home will allow to not interrupt the learning or teaching process. Students can independently study subjects and communicate with the teacher. Teachers have ability to send materials, homework and video, and students can submit completed work. Then teacher teachers put students marks in an electronic journal as example Kundelik or Edupage and write down their comments on each homework or exam. Private messages, ad placement, and group creation are also available. Currently, conferences are often created to conduct lessons. I can already easily use apps like ZOOM or MOODLE. ZOOM is an online conference that can also be used in educational institutions. In this conference, teachers have the opportunity to share their presentations though the demonstration the screen with the audience. ZOOM also gives the opportunity to teacher to divide students in the group which comfortable if their have activities in pairs or in a group.

However, students and teachers of higher education institutions use various educational platforms, such as Google Classroom, MOODLE, and other free educational platforms. It is obvious that many users of these platforms for teaching and conducting online lessons face problems, and they have different opinions and experiences. In this global problem, we must recognize that there are advantages, especially in education. Even if many people say that it is very difficult. But in any case, teachers and students have learned a lot in connection with distance learning. For example, how to use ICT. And the knowledge and use of technology for successful learning of the English language. What we need to recognize in this period of global upsurge is that the use of ICTs only has a positive impact on our way of thinking, learning, and teaching. Written by Mark Warshauer There is on book which named "Technology and Learning a Second Language", He describes two different perspectives on the integration of technology: cognitive and social approaches. In the cognitive approach, students construct their own individual knowledge by exploring language and culture in meaningful audiovisual contexts, while the social approach emphasizes the social aspect of language acquisition, where language learning is seen as a process of socialization. From this perspective, students need to be provided with opportunities for genuine social interaction so that they can practice real-life skills. This can be achieved by students working together on authentic tasks and projects.

However, before the pandemic period, students were taught English language in special laboratories in all educational institutions. Modern language laboratories are based on the premise of using technology to speed up the learning of a new language by actively involving students in the learning process through practical participation.

Modern language laboratories give opportunities to students to listen native speakers, to listen their conversation with different kind of topic, students also can listen to the music and watch movies in English language. It's also play important role because students can have not only listen but have the practice with each other after. In this way they can develop listening skills and speaking or have access to the internet to enroll in free online courses offered by the world's leading universities on educational platforms. This becomes even more important as English-medium instruction becomes more widely adopted (Nurshatayeva, 2020, Nurshatayeva & Page, 2020).

2.3 Software applications

A large number of electronic programs for the study of foreign linguistics amazes with their wide choice and variety, therefore, all applications can be formally divided into groups, depending on the functions that they perform. For example, it is easier for someone to perceive information by ear. For such people, there are programs with a large selection of audio materials. It is easier for other users to work with visual examples: diagrams, tables. They will appreciate the app's interface and its richness of visual information. The division also occurs according to the level of language proficiency: someone is just taking the first steps in learning, while others just want to improve some area of knowledge. To make all consumers happy, programmers have created a variety of applications, each of which is designed for a specific group of users.

For learning English or a second language, there is a huge selection of platforms and educational apps like Kahoot, Google drive, Edmodo, e-books and much more. With so many choices, students can develop all the skills like Listening, Writing, Speaking, and Reading. Below the author describes some applications that can be used not only in the learning process with a teacher but also independently by students You can also add that many applications are available and can be used for free.

Edmodo is an application that offers an online meeting place for teachers and students, where both parties can connect to solve situations together. The purpose of the app is to provide a permanent, place-or time-independent connection between those who teach and those who learn. As usual, the app allows you to create secure groups that are only accessible to their members. This way, outsiders to the workgroup or class will not be able to access the content inside the application.

Kahoot is an application that is specifically used in educational institutions. Where the teacher can easily register, open their personal account. In addition, in Kahoot, you can either use

already created materials in the form of a game or the teacher can create a game in the form of a test. This helps very well and effectively, as does the repetition of the studied material or as passing the test.

Google Drive. Google drive is very suitable for students who study a foreign language remotely or as a preparation for students, regardless of where they are located. That is, if the student needs to prepare a group work as a presentation, essays or discuss topics they can work on while at home. Thus, we can say that in the process of learning a language, there is also teamwork.

Online surveys and quizzes. For an online survey or questionnaire for students, there is also a website such as eg.surveymonkey.com, Google Surveys). In this site, teachers can create the same survey or questionnaire themselves and send the student to fill them out. We can say that this is one of the ways that allows you to find out the opinions of students about the topics. There is also another site like (quizlet.com), where teachers can arrange various quizzes for students; it also allows teachers to test students.

2.4 Integrating ICT in the EFL classroom

ICT is an effective source to boost the process of learning foreign language and to make it innovative. New technologies develop rapidly and influence the every aspect of teaching and learning process.

A great list of innovative tools can be used during EFL in the vocational education institutions to inspire and speed up the progress in all the language activities, both in class and individually. There is a great diversity of technological innovations like computer and internet, cell phones and smart boards, music and video players, which can be useful in foreign language classes all over the world.

Properly chosen and used, they can create motivating and aware process of EFL for students and teachers (Altun, 2015). New pedagogical environment can be created with new teaching methodology, contexts and content. It can be full of innovations, flexibility and interactivity. (Qin and Shuo, 2011). Environment in foreign language classes became student-orientated. There are great variations to form individual learning and teaching plan. Teachers are interested to use different kinds of presentations, including video, audio and so on and form a set of individual tasks and activities outside the classroom. Individual progress and learning difficulties are at the gunpoint of the process. New gadgets and technologies can be extremely effective to

turn from teacher-centered to student-centered process of EFL. We can call young students digital natives and using gadgets can easily reduce student's anxiety and involve the, deeply in tasks and learning process. (Al-Mahrooqi and Troudi, 2014).

Basic advantages in use of new technological devices in EFL by Jayanthi and Kumar are:

1. Student's independence. Learners can choose convenient time, forms and materials to practice. At the same time they become more responsible.
2. Student's attitude and motivation highly increases while learning without stress and pressure, but using internet and their cell phones for example. Time and possibility for practices can be also increased;
3. A lot of electronic and internet materials are authentic Images, audio, video and animation can both help to boost the vocabulary and correct pronunciation and to form intercultural communicative competence which is extremely important in foreign language learning process nowadays;
4. Digital tools help teachers
5. The process of learning is centered on the student, teacher-student interaction can be also improved;
6. Establishing high self-assessment (Jayanthi and Kumar, 2016).
7. The environment and situations are more authentic so the learning process becomes close to life
8. Student can train both their receptive and productive abilities and teachers can easily create tasks and tests to check different skills and achievements. There are great possibilities for self-control of students;

Foreign language teachers often use new technologies as additional facilities and oppose them to traditional teaching-learning process.

There are even more positive sides and impacts by Housine, like:

1. Learning (teaching) materials are very adaptive and can be used for different situations, audience and times.
2. Feedback become easier and teacher can take learner's needs and responses into consideration
3. Authentic materials and native-speakers are easily achieved by using technologies. Students can boost their vocabulary by reading up to day news or play some online games with native speakers;

4. Traditional and innovative approach can be combined, taking the best from both;
5. Teachers can impress student's imagination and improve motivation and engagement;
6. Teacher can easily focus on some specific moment and aspects and work on them (Houcine, 2011).

We can list even more advantages by Padurean and Margan, as:

- Presentations can engage different kind of perception for example listening materials and audition or text with specific pictures, graphics and so on. Presentations in books are usually fixed.
- Teachers can be really creative and innovative in every lesson and every lesson can be different. Teachers receive a lot of new approaches and possibilities.
- Fast feedback can be easily provided, mistakes can be corrected and even learning advices and following tasks can be formed by computers;
- Teachers and programs become very flexible and adaptive, taking into consideration needs and knowledges of students.

So, we can make a logical conclusion that ICT have a great and positive impact on student's motivation and enhancement of the language learning process and student's personal engagement and independence. Learners' collaboration and communication are more important; Learners' attainment and outcomes are improved (Haucine, 2011).

But despite all the attractiveness of ICT use in foreign language classes, there are some barriers and disadvantages:

1. Teachers can face certain difficulties, implementing modern technological tools into classical curriculum
2. Teachers are supposed to have good command and knowledge of online tools and resources.

«ICT not suitable for all learners in all situations and for all purposes, and may require some considerable learner training for effective use» approves .Livingstone (2012, p. 12).

Before implementing ICT capacities one have to take into consideration:

1. Teacher's lack of experience in using technologies and lack of knowledges to find the best tool, matching with course content;
2. New technological equipment is expensive;
3. Insufficient physical capacity of classrooms

Preston and Cox marked more difficulties:

4. Use of soft and hardware. vocational education institutions need to have some technical support. Counter-productiveness, because of insufficient technical support. We mean that teacher can be lost-confident because of some technical failures and all time deadlines can be easily expired. (Blackmore, Hardcastle, Bamblett and Ownens, 2003 p. 203).

5. Lack of time. Instructional part of the lesson can be much longer, then practical. Moreover, the teacher has no chance to give more time to students to practice and gain necessary knowledge and experience.

6. ICT can be used occasionally, but not regularly;

Therefore, we can make a conclusion: on one side ICT, integration is vivid into modern foreign language classroom, because it provides uncountable tools, diverse and flexible. ICT engagement challenges students and teachers, improves problem solving skills, develops critical attitude and higher order skills. Students receive the important experience of information search and procession. They have a chance to become active and independent, to collaborate with each other efficiently, become highly motivated and enhanced. But for sure, the use of all the modern tools and gadgets is somehow limited. ICT integration doesn't deny traditional language teaching practices and should be used like an effective and countable contribution addition to traditional teaching methods.

2.5 Theoretical aspects of using ICT in foreign language

To this study, the literature review has been observed to analyze the theories and research methodologies investigating ICT integration into EFL teaching and learning. According to the studies, most of them under review have employed three major methodologies: qualitative, quantitative and mixed.

Various conceptual and theoretical frameworks were used in the research. The respondents as participants to all these studies are mostly teachers and students. These respondents represent all levels of educational institutions, such as school, college, and university. These studies discuss various areas of teaching and learning, such as curriculum, teacher training, and subject research.

In the Albrini (2006) study of ICT, there are three types of influence. This is the cognition behavior and effect. The use of ICT in the learning process helps students to master high-tech jobs well. (Huong Thi Bao Dinh, 2015) also noted that in Asian places, the

introduction of ICT is much slower. The use of ICT by a teacher depends on how successfully they are prepared.

In the Dinh (2015) work, he argues that the skills of using ICT by teachers is the main factor in the learning process. ICT enriches the lesson, makes the lesson more interesting, and motivates students to learn English or a second language. The author also notes that the use of ICT in the learning process facilitates communication between the teacher and students. The study suggests that compared to the 20th century with their knowledge and now ICTs are used positively and do not have to convince English teachers in general to use ICT.

In Huong Thi Bao Dinh study, he writes that English teachers use ICT for the teaching process, often use power point, and sometimes use them as language dictionaries to support the learning process. Hence, it explains that the use of ICT as a training tool and performing exercises or web-based activities is quite low and unsatisfactory.

Another problem that the author notes is that although most teachers used ICTs to communicate via email, they did not use any tools or online communications to provide assistance in teaching students. However, the author notes that teachers have good knowledge to adapt ICT tools to their needs. But they are very adept at using certain applications. In the study, some participants shared that the use of ICT is obligation in their institution.

In the Rahimi (2011) study of the use of ICT in EFL classrooms, he found that EFL teachers used this technology primarily for listening, and then for speaking, vocabulary, pronunciation, reading, grammar, and writing skills.

This fact also agreed by Yang and Huang (2008), who in their study found that teachers in Taiwan use ICT not in the study of grammar, but only in listening.

In addition, the results showed that EFL teachers have developed a strategy for selective use of ICT based on the nature of the language skills/components they teach, with a general trend towards the use of digital portable devices. Since the content of the existing EFL curriculum in Iran has not been revised for at least two decades (Ketabi & Talebinejad, 2009), ICT-based teacher training appears to have evolved based on a "cultural clash" between the existing teaching and learning environment and the changing requirements for the use of technology (Goodson & Mangan, 1995). In the literature on EFL teaching effectiveness in Iran, it is documented that many teachers are involved in a constant struggle with problems related to

various areas of the EFL curriculum, in particular with inappropriate teaching materials and lack of time to teach content (Rahimi & Nabilou, 2009).

Mariya Nicolayevna (2015) Founded that the lesson with the use of ICT makes it possible to conduct classes with multi-level students, give them tasks of varying degrees of complexity, offer a set of tasks and exercises according to their abilities, ensure 100% participation, while maintaining an atmosphere of goodwill and calm. With the correct organization of the educational process, the motivation for self-training of students increases and a conscious attitude to learning appears. The lack of interest in learning among students is largely due to the inability to independently organize their educational activities. Students stop to be passive participants in the educational process and become its active participants.

Opati (2013) found that a disproportionate student-to-student ratio hinders the proper use of ICTs. Technology is used only by teachers who have no choice but to integrate ICT into their curriculum. In the curricula of some subjects, the researcher did not find the use of ICT in teaching and learning. Students using this technology confirmed that they used it for their homework assignments. Opati agrees with Clark (1983) and Wake (2000) that the lack of inter-faculty cooperation and support hinders the integration of ICTs. Kreutz and Rodin (2016) found that a lack of accessibility in students leads to a lack of self-confidence, low self-esteem, and anxiety as a serious problem when using ICTs (Dörnyei, 2001; Pintrich et al., 1991).

Alev (2013) investigated the integration of ICT and possible challenges faced by teacher training programs before starting work. Some of the main problems identified were poor access to ICT facilities, large classrooms, and lack of educational and technical support. His research has shown that classroom management, technical problems, poor ICT skills of teachers and students, and a conservative attitude of teachers towards the use of ICT are additional challenges in the successful implementation of ICT. The study showed a very low level of integration of ICT in teacher training programs (Maddux, 1994). Another major obstacle to ICT integration is the very limited use of ICT tools, limited to web browsing and text processing. One of the most difficult problems associated with the integration of ICTs is the lack of time to study the curriculum and the proper use of ICTs. A further obstacle to the integration of ICT into teacher training programmes was identified as a conflict of opinion between teachers and student teachers. Most students had no choice but to follow the instructor, and this was a very poor use of ICT.

Korkut (2012) investigated the role of technology in the feedback process. Before the introduction of technology in education, providing and / or writing comments on students ' work was always a difficult and painstaking task for most teachers. The various feedback tools introduced by this technology have facilitated methods for analyzing and correcting feedback and errors (Kumar & Tammelin, 2008; Padurean & Margan, 2009). The researcher further stated that this technology has helped teachers adjust their lessons to meet the needs of students. Web technologies provide students with opportunities for mutual learning. Korkut (2012) agrees with Kumar (2008) that technology has enabled teachers to give students personalized feedback and recommendations. This has improved teaching as well as learning in many other ways. Kumar also found that integrating ICT is the best way to master language communication skills (McLuhan, 2012). Korkut (2012) further explored that the Internet allows you to learn a language without having to face travel problems. Students can now enjoy their studies while staying at home. In the past, the time limit has always been a major learning challenge. Technology has changed the situation in a positive way. Today, students can access any lesson anytime, anywhere. Online technology has allowed students to repeat any lessons until they master the skill. Unlike the traditional training system, the integrated ICT education system has round-the-clock access. The integration of ICTs has improved teaching and learning methods by removing time and space barriers (McLuhan, 2012).

Polat (1998)The concept and role of information technologies as a component of modern methodological knowledge in the process of teaching foreign languages were considered in their works by scientists and practical teachers. For example, E. S. Polat states that " new pedagogical technologies... they are unthinkable without the widespread use of new information technologies, computer technologies in the first place, "since they" allow us to fully reveal the pedagogical and didactic functions of these methods, to realize the potential possibilities inherent in them." Popov considers mass open online resources as a free opportunity to get an education in the best universities, an opportunity to increase the independence of students and the degree of their participation in joint educational projects, as well as the possibility of further employment

CHAPTER 3 Methodology

3.1 Participants

This research was carried out on a sample of 13 students aged between 15 and 16 years old. All the participants were chosen randomly from first year college students in an anonymous vocational college in Almaty, Kazakhstan. Eight of them (61.5 %) were male and five (39.5 %) were female. The students study to become future IT specialists.

This study had also collected data from these students' English teachers. In total 5 EFL teachers took part in the study. All 5 teacher participants work in the same college in Almaty, Kazakhstan. Four of them were female (80 %) and one of them was male (20 %). At the time of data collection, they were all between 27 and 47 years old.

3.2 Instrumentation and procedure

The author used a self-constructed online questionnaire consisting of 23 items. The questionnaire included multiple-choice questions and five 5-point Likert scale items. Some multiple-choice questions had an additional blank space where students could add something else that was appropriate in their case. The survey was conducted in April 2021.

3.3 Hypothesis of the research

The main hypothesis of the study is that one of the effective ways to improve the quality of teaching foreign languages is the informatisation of education. Thus, we have studied the implementation of ICT in EFL in Kazakhstan by both students and teachers. The use of ICT in the study of a foreign language contributes to the intensification and personalization of learning, increases interest in the subject, and avoids subjective evaluation. In addition, ICTs help to overcome the psychological barrier of students to use a foreign language as a means of communication.

CHAPTER 4. RESULTS

The six items in the questionnaire dealt with teachers' and students' using of ICT equipment in FL teaching. They were asked about their opinion on the frequency of ICT use in teaching FL. The results of the survey have shown that the frequency is very satisfactory. The majority of students (9 out of 13, i.e. 69.2 %, or more than two thirds) think that they are very often used. More than one quarter (42 students, making up 30.8 %) claim that the use of ICT equipment occurs sometimes. Only two students think that the use of ICT is rare. There was no single student who thinks that ICT is never used in FL teaching in the College.

Then the students were asked about their teachers' use of ICT in FL Teaching according to specific technologies and services. Data from Table 2 reveal that during their FL classes teachers most often use their laptop or desktop computer (84.6 %). They are presumably primarily used to present new materials by means of PowerPoint presentations (92.3 %). The percentage of use of YouTube and similar services (61.5 %) as well as the use of internet sites (53.8 %) is also high. DVDs and CDs are not often used (15.4 %), which may mean that these materials can be easily substituted by those found in the internet. All other technologies are rarely represented, but this does not mean that teachers would not use them if they had the opportunity to do so. This could primarily be said of smart boards which do not exist in many rooms where EFL are taught or are out of service.

Table 1: Students' Opinion about Teachers' Use of ICT in EFL Teaching.

Technologies and services	Number of students	Percentage of students
Laptop or desktop computer	11	84.6 %
PowerPoint presentations	12	92.3 %
YouTube or similar services	8	61.5 %
Web pages	7	53.8 %
DVD or CD	2	15.4 %
Tablet	1	7.7 %
Smart phone	4	30.8
Smart board	2	15.4 %
Special language learning software	1	7.7 %
Other things	1	7.7 %

Students were then asked about their teachers' use of online applications. 61.5 % of students state that they are not used. If they are used, then FL teachers use online dictionaries (30.8 %). They are probably used because they are convenient and can be easily used to demonstrate the meanings of some vocabulary items that students are unfamiliar with as well as their syntactic features. College students often use online translators (in this item the percentage was 15.4 % which is not very high). The percentage of the use of online applications like Duolingo was only 7.6 %, thus revealing that they have not yet been discovered. The percentage of the use of all the other applications was also 7.6 %.

The fourth item in this section has revealed that for online applications teachers use primarily laptops or desktop computers (92.3 %). Besides them, they use smart phones (15.4 %) and tablets (7.6 %). The fifth item has shown that during FL classes computers and ICT equipment are relatively rarely used by students. 62.5 % of them never use anything. If ICT equipment is used, then they mainly use laptops or desktop computers (23 %) or smart phones (30,8 %).

The last item in this section was concerned with students' opinion about the appropriate amount of the use of ICT equipment in FL teaching. More than two-thirds of the students (9 students or 69.2 %) of the college think that the use of ICT in FL teaching at that institution should be increased, whereas slightly less than one third (4 or 30.8%) think that its presence should remain the same. No single student in the sample advocates the reduction of the use of ICT in FL classes.

One of the aims of this paper was to learn about students' daily ICT practices both for school purposes and during their leisure activities. To answer those questions, we used six items in the questionnaire. Spending on the computer Daily average amount of free time spent on the computer is 2.52 hours, and for academic purposes, this time is 1.98. The students spend about 4.26 hours free time on their mobile phones. For academic purposes, the average time is less about three times. Daily average amount of free time spent on the internet is 3.45 hours and for academic purposes, it is 1.92.

One of the aims of the dissertation is finding some facts about students' use of ICT equipment in their own learning of EFL. A whole section of the questionnaire containing six items was devoted to that question. The first one asked students to circle the reasons why they use online dictionaries. Only the three most important ones were mentioned in the survey: to find the meanings of the lexemes, to check their syntactic patterns and their pronunciation. The results of the survey reveal that for two of them students in the sample do not use online

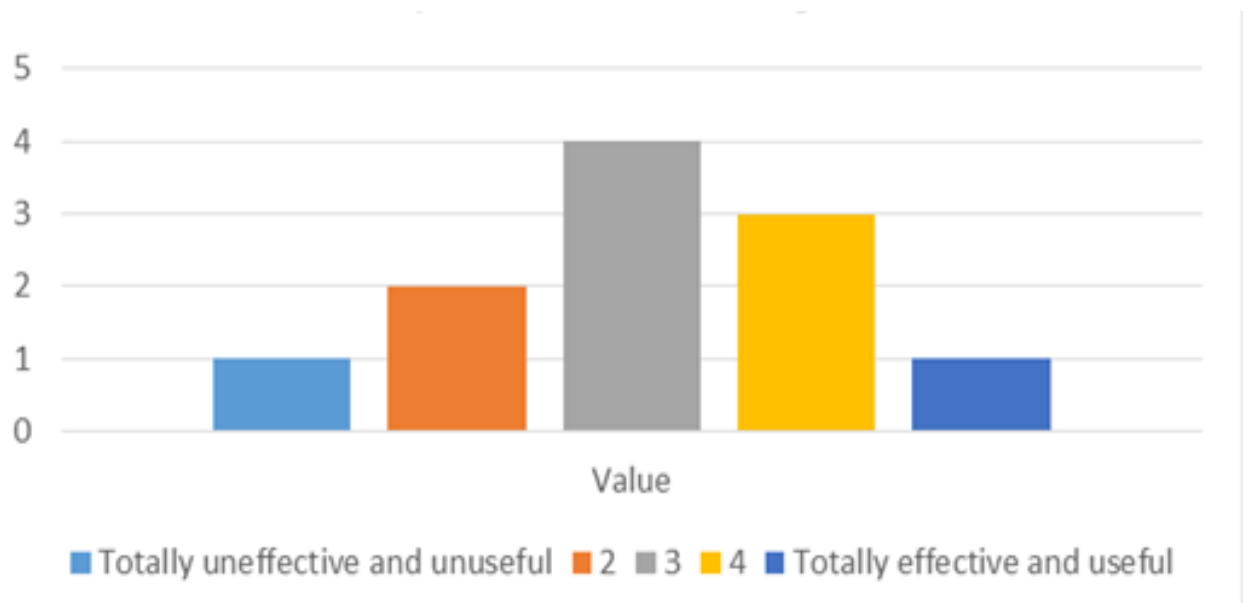
dictionaries well enough: only about a third of them use them to verify syntax (30.8 %) and little less than a third (38.5 %) use them to learn the correct pronunciation.

As expected, the vast majority (92.3 %) of the surveyed students use them to find the meaning of the words they are not familiar with. It remains questionable whether the rest of the students are not familiar with the potentials provided by online dictionaries or whether they think they know how to pronounce all words correctly and everything else about their syntax or whether they check those things exclusively in classical hardcopy dictionaries. This item in the questionnaire gave additional option – “any other uses” and the blank space to add some of them. It is noted that no one wrote down any other uses of the dictionary, such as finding the correct preposition, or specifying parts of speech, or whether a noun is countable or uncountable, whether a verb is regular or irregular, etc. More information should be given to students about the usefulness of online dictionaries and to encourage students to use that kind of dictionaries more often. It should also be mentioned that 7.7 % of the surveyed students do not use online dictionaries at all.

The second item in this section asked students about the languages they learn by means of ICT equipment. Almost two thirds of the students or 61.5 % do not learn any foreign language in that way. The highest percentage (23 %) learn English, which is followed by Spanish (15.4 %), German (7.7 %) and Italian (7.7 %), whereas all the other languages were negligibly represented. This hierarchy most likely reflects the current practical benefits of these languages as well as their popularity in Kazakhstan among the student population. It seems that additional efforts will have to be done to emphasize the importance of usefulness of learning EFL with the aid of ICT. As nearly two thirds of the students participating in this research study do not learn any FL by using ICT, we could not expect high percentages of responses when they were asked about their particular use of individual applications. It was apparent from the students’ answers to the third item in this section that nearly 61.5 % of students do not learn EFL by using any of the offered applications. Memrise, HiNative, Brainscape and Babbel are used by only one student. Three students, which is just over one fifth of the surveyed, use Duolingo. Google Translator is used by one quarter, but it should be reiterated that while this application can be useful, it is not possible to learn a FL by using it. It can only be used in situations when there is an urgent need for a translation of a text or a word and there is nothing else at disposal. Google translator can also be used to remember some of the words we have forgotten or as a draft text to speed up the correct translation from one language to another. No single student recorded the use of Busuu or Mindsnacks.

The fourth item in this section of the questionnaire was used to ask students what they think about the effectiveness and usefulness of online applications for independent private FL learning. It can be seen from the chart in Figure 1 below that 11 students gave their answer. We can only assume that they are answers from students who really use those applications. Among them, most students (4 or 36.4 %) have evaluated this efficiency by value 3. It is positive that there are many more who have opted for value 4 (3 respondents or 27.3 %) than for value 2 (2 students or 18.2 %). Only one student (9.1 %) think ICT applications are fully effective and useful. Only one respondent thinks that they are not useful at all. It can be concluded that among the students who have tried these applications there are more positive than negative opinions, but we cannot overlook the fact that there is a large number of those who are somewhere in the middle regarding their approval and disapproval of the effectiveness of the applications in question.

Figure 1. Students' opinions on the effectiveness and usefulness of online applications for independent, EFL learning.



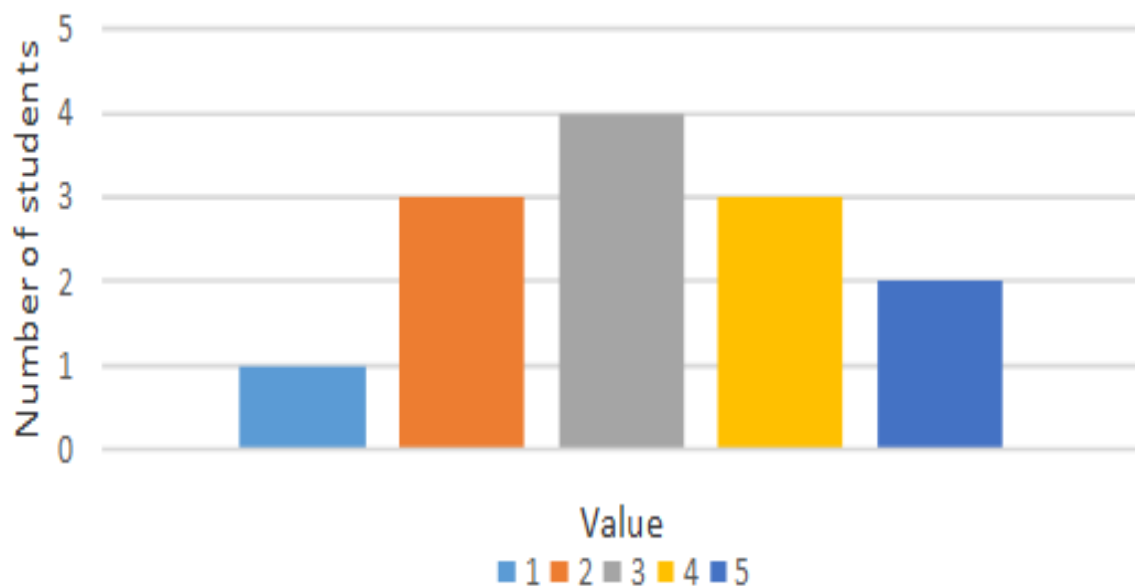
In the fifth item of this section the students were asked about the type of application they use for private online FL learning. The majority of the surveyed students use mainly laptop or desktop computer (72.7 %). Almost half of the students (45.5 %) use for that purpose smart phones. According to the percentages in this item, tablets are not popular, as only 18.2 % of the students in this sample use them. There are also 18.2 % students who do not use anything. All the students should be encouraged to use at least one type of computer for this purpose.

The last item in this section asked students about the applications they use for direct online live communication to learn EFL. One cannot be satisfied with the results obtained for

this item because nearly four fifths of students (81.8 %) from the sample do not use any application. The highest percentage of the surveyed students use Skype (18.2 %). Hangouts and FaceTime have recorded only one answer (9.1 %). Students should be much more informed about the usefulness and effectiveness of live words as well as free face-to-face communication offered through the respective FL learning apps.

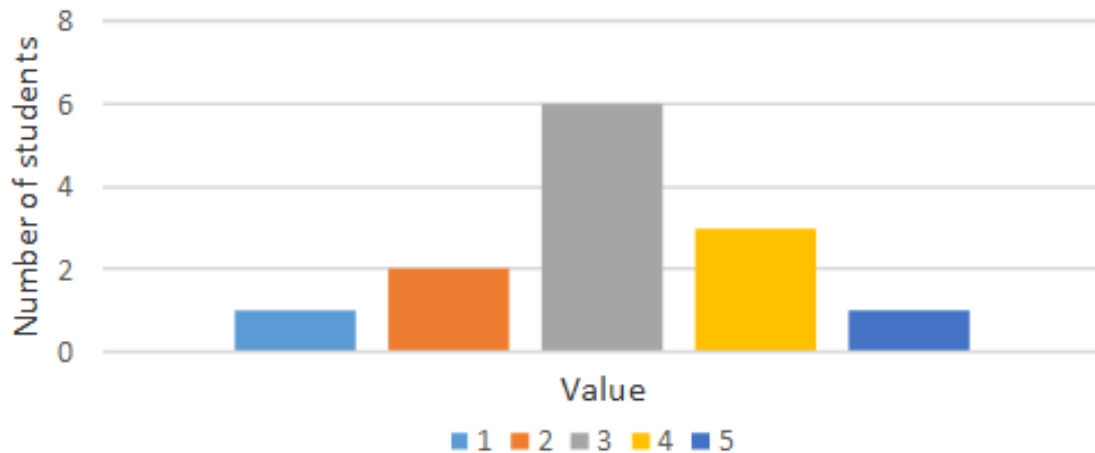
Regarding the students' competence in using computer software for distance and e-learning, Figure 2 bellow shows that students are almost equally divided into three groups: one third of those who are dissatisfied (4 who have circled values "1" and "2"), one third are moderately satisfied (4 students), and one third are satisfied (5 who have circled the values "4" and "5"). Even the number of those on the extreme left side (1 student – value bad) is almost identical with that on the extreme right side (2 students - value excellent). Obviously, there is a large number of students here who need further training in this competence.

Figure 2. Students' self-assessment of their own competences in using ICT for e-learning.



The highest number of students (6 respondents, which is almost half of the sample - 46.2%) rated their ability for creation of authentic FL environment by means of ICT with value "3" (see Figure 3). Nevertheless, there were more students who rated themselves with values higher than this one (3 respondents, or 23.1%) than those who gave themselves lower grade (2 students or 15.4%). In conclusion, we could say that the average grade is prevalent with a tendency towards the higher degree competence. Again, there was the same number of completely satisfied (1 respondents, or 7.7 %) and totally dissatisfied respondents (1 students or 7.7%).

Figure 3. Students' self-assessment of their own competences in using ICT for creation of authentic EFL environment.



It can be seen from the Figure 4 that most students have given themselves the value “3”, i.e. the average grade for their competence in using ICT for the adoption of correct pronunciation. However, one can also notice a tendency towards higher values. Again, we have the highest column in value “3” (5 respondents, or 38.6 %) and the same number of respondents (1 and 7.7%) for the end values “1” and “5”. This tendency towards higher values is the consequence of the higher number of respondents (4 or 30.8 %) who have chosen value „4” than those who have opted for the value „2” (2 or 15.4 %).

Figure 4: Students' self-assessment of their own competences in using ICT for adoption of correct English pronunciation.

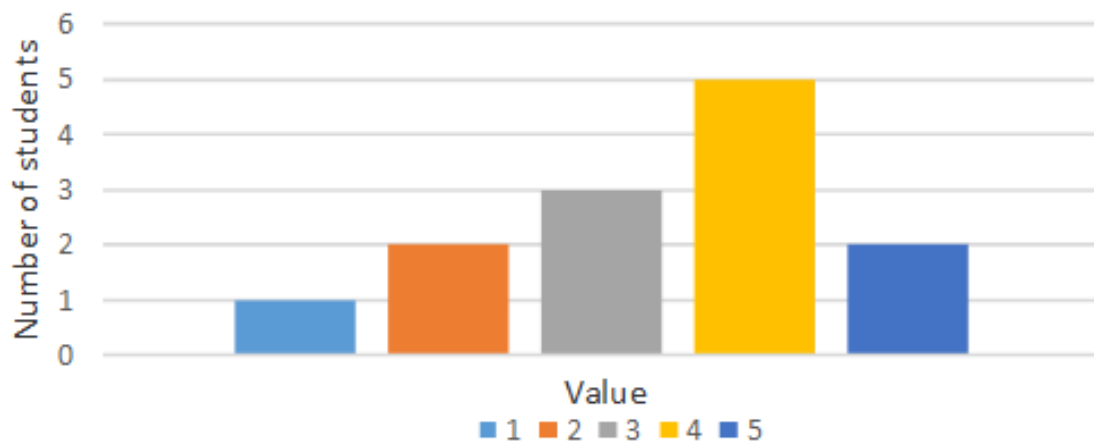
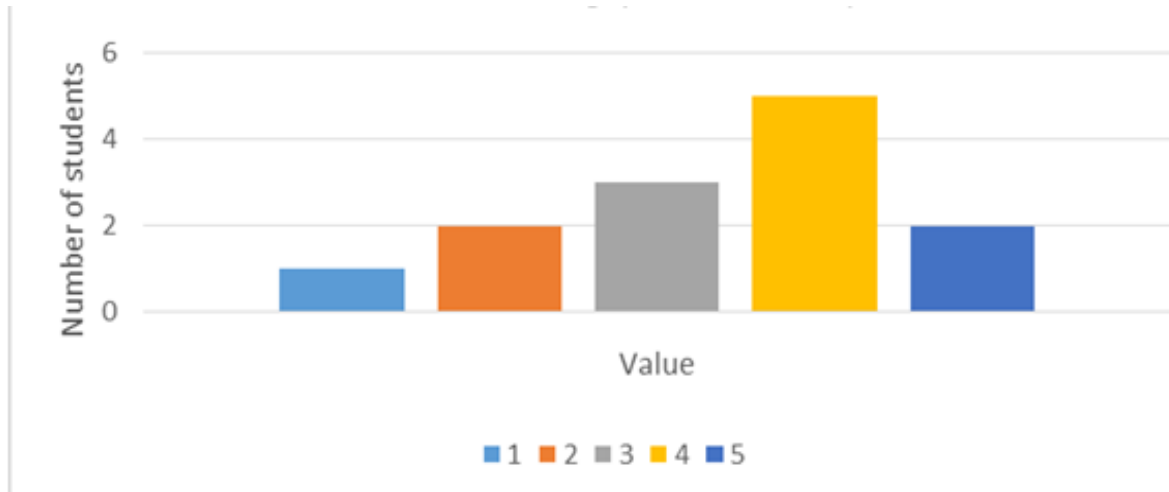


Figure 5 shows considerable satisfaction of students with their competence in using computer games in FL learning. 80 respondents, more than half of the total number of respondents in our sample (51.61%) have circled the values “4” or “5”, with the dominant value being “4” with 56 respondents (36.13 %). 48 respondents (30.97%) rated the same competence with value “3”, 22 respondents (14.19%) with “2” and five (3.23%) with “1” .

Figure 5. Students' self-assessment of their own competences in using computer games in FL learning.



The arithmetic averages show that the students believe that they are most competent at using games to learn the language, and then use computers to create multi-functional exercises and tests, and use ICT to make correct pronunciation. The fourth place was taken by their competence in the use of computer software for distance and e-learning. They were least satisfied with their competence in using ICTs to create an authentic FL environment.

The use of ICT in teaching English allows creating conditions for the development of all the necessary and relevant competencies of students

The use of ICT is widely used by teachers at the present time, teachers have a great motivational force when teaching English. Along with this, the presence of their own computer and digital devices with Internet access for almost every teacher and especially the student, which greatly facilitates the task of the teacher to involve students in the process of learning English through the Internet.

Figure 6. Using ICT sources in the classroom by teachers

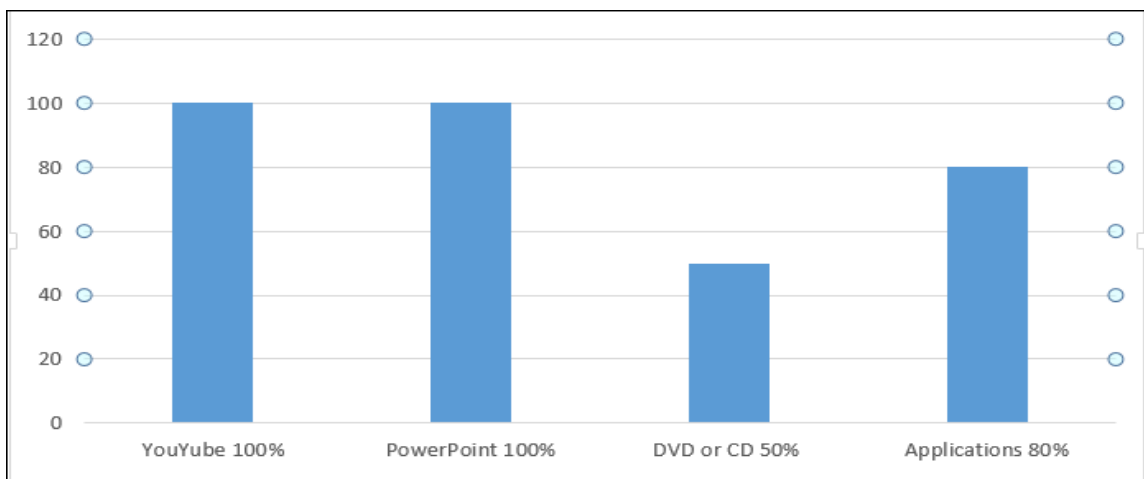


Figure 6. According to the results of the survey, we can say that teachers effectively use ICT in the process of teaching English. Many of the teachers in this study were young so they can use applications such as Edmodo, Kahoot, Google presentation and Canva and others applications while older teachers are mostly use YouTube PowerPoint and Zoom.

In their comments the teachers also pointed out that the main questions when choosing digital technologies are: what to use, how to use it, and, most importantly, why to use a particular resource. It is necessary, first of all, to determine the main goals and objectives of the lesson itself, and, consequently, the application of computer innovations in the framework of this lesson. Then teachers should ask themselves what resource should be used to achieve these goals and objectives most effectively, and, finally, how the training tool we have chosen works.

CHAPTER 4. Conclusion

The results of this study have shown that surveyed Kazakhstan vocational education institutions students are prone to use ICT and that they are proficient in the use of laptops, mobile phones and tablets. They spend 1.98 hours per day on the computer and 1.98 hours per day on the Internet for school purposes. However, it was also seen that they do not use enough all the potentials offered by ICT for individual, private FL learning. Questions regarding the self-assessment of their special ICT competencies for teaching FL showed that they consider themselves most competent in using games for teaching FL, followed by the use of computers to create multifunctional exercises and tests, as well as the use of ICT to make correct pronunciation. The fourth place was taken by their competence in the use of computer software for distance and e-learning. They were least satisfied with their competence in using ICTs to create an authentic FL environment. The results of this study have also shown that teachers are prone to use ICT equipment during FL classes. Teachers do not have all the equipment they need and they do not use all the potentials of those limited ICT resources.

Students shared with their knowledge with the teachers and without secrecy answered for the question how their teachers use ICT in the teaching process.

However, this study also obtained negative results. First one is that technology is sometimes used excessively. Students use applications or technology tools for not only academic purposes but for other purposes too. For example: games, watching films and other entertainments.

In any case there are also advantages in this study. How young generation is quite advanced and shows how well they are acquainted with the technology not only for entertainment but also for education.

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Appendix A

Teaching foreign languages with the help of information and communication technology (ICT)

1. Gender
 - Woman
 - Man

2. Your age:
 - 25-35
 - 35-45
 - 45-50
 - More than 50

3. Do you use ICT tools in your foreign language teaching process?
 - Very often
 - Sometimes
 - Rarely
 - Never

4. What IC technologies and services do use in foreign language teaching?
 - Laptop or desktop computer
 - Power Point presentation
 - YouTube or other services
 - Web pages
 - DVD or CD discs
 - Tablet
 - Smartphone
 - Smart board
 - Specialized language learning software

5. Do your students use online applications for independent learning foreign languages, and do you think that they are effective and useful for independent learning of foreign languages?
 - They are not effective or useful

- They are useful to a limited extend
- They have the same effectiveness as a traditional class activities
- They are more effective than traditional class activities
- Online tools are top effective

6. Do you show the possibilities of direct online live communication with native speakers to learn foreign languages?

- I do not use
- I use Skype
- I use Hangouts
- I use FaceTime
- Others_____

7. Given the technological development of society, is a classic (paper) textbook still needed?

- Yes
- No
- Combined with new technologies and services

8. Do you think it is possible to teach a foreign language without textbooks, but with the help of various online resources (language learning sites, texts, Wikipedia, etc.)?

- Yes
- No
- To a limited extend

9. Is the college equipped to provide you with sufficient knowledge and skills in the use of new information and communication technologies and services that you could apply in language teaching?

- We have no ICT equipment in our college
- ICT equipment in our college is limited
- We have some ICT equipment in our college
- We have diverse ICT equipment
- ICT tools in our college are of excellent choice and could not be better

10. How many hours a day do you spend on the Internet FOR THE NEEDS OF THE FACULTY?

- Less than 1
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- More than 8

11. How many hours a day do you spend on your mobile phone / smartphone FOR THE NEEDS OF THE FACULTY?

- Less than 1
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- More than 8

12. How would you rate your competence to use a computer to work with software that enables networking or distance education?

- I have no competence of using digital tools
- I have bad competence of using digital tools
- I have some competence of using digital tools, but it's limited
- I have good competence of using digital tools
- I'm a profound user

13. Your message or note to survey authors / researchers

Appendix B

Learning foreign languages with the help of information and communication technology (ICT)

14. Gender

- Woman
- Man

15. Your field of study?

16. Is ICT used in your foreign language teaching process?

- Very often
- Sometimes
- Rarely
- Never

17. What IC technologies and services do your teachers use in foreign language teaching?

- Laptop or desktop computer
- Power Point presentation
- YouTube or other services
- Web pages
- DVD or CD discs
- Tablet
- Smartphone
- Smart board
- Specialized language learning software

18. Do you use computers to learn foreign languages during classes?

- Don't use
- Use laptop or desktop computer
- Use tablet
- Use smartphones
- Others _____

Section II. ICT in independent work / learning foreign languages

1. If you use online dictionaries, for which you primarily use them
 - I don't use online dictionaries
 - To know the meaning of the word
 - For pronunciation
 - To check syntax
 - Other _____

2. Do you use any of the online applications for self-study of foreign languages applications on smartphones, tablets or desktops?
 - I do not use online applications to learn foreign languages
 - Duolingo
 - Memrise
 - Busuu
 - HiNative
 - Brainscape
 - Mindsnacks
 - Babbel
 - Google translator

3. If you use online applications for independent learning foreign languages, what extent do you think they are effective and useful for independent learning foreign languages?
 - They are not effective or useful
 - They are useful to a limited extend
 - They have the same effectiveness as a traditional class activities
 - They are more effective than traditional class activities
 - Online tools are top effective

4. What do you usually use (IT) to learn foreign languages?
 - I don't use
 - Laptop or desktop computer
 - Tablet
 - Smartphone
 - Others _____

5. Do you use online communication possibilities to learn foreign languages with native speakers?

- I do not use
- I use Skype
- I use Hangouts
- I use FaceTime
- Others _____

6. Given the technological development of society, is a classic (paper) textbook still needed?

- Yes
- No
- Combined with new technologies and services

7. Do you think it is possible to learn a foreign language without textbooks, but with the help of various online resources (language learning sites, texts, Wikipedia, etc.)?

- Yes
- No
- To a limited extend

8. Does the college equip to provide you with sufficient knowledge and skills in the use of new information and communication technologies and services that you could apply in language teaching and studying?

- We have no ICT equipment in our college
- ICT equipment in our college is limited
- We have some ICT equipment in our college
- We have diverse ICT equipment
- Using ICT tools at college are excellent choice

9. How many hours a day do you spend on the Internet FOR THE NEEDS OF THE FACULTY?

- Less than 1
- 1
- 2
- 3

- 4
- 5
- 6
- 7
- 8
- More than 8

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- I'm a profound user

12. Your message or note to survey authors / researchers
