The Impact of ICT Integration on Teaching and Learning in ESL Classrooms in one of Abu Dhabi's Middle Private Schools: A Case Study

أثر دمج تكنولوجيا الاتصالات والمعلومات على عمليتي التعليم والتعلم في فصول تدريس اللغة الإنجليزية كلغة أجنبية في إحدى مدارس أبو ظبي للمرحلة المتوسطة: دراسة حالة .

by

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Abstract

The current study investigates the impacts of technology integration on teaching and learning in English as a second language classes from the perspective of middle school teachers, students, and parents. To achieve the study purpose and answer the three research questions, a qualitative research was designed and three collection data tools were utilized to answer the research questions. The participants were 10 ESL teachers, 50 students, and 7 parents. The researcher designed an open ended questions survey to be answered by the students, and prepared two different sets of semi structured interviews to be addressed to teachers and parents; the interview questions were open ended questions as well. The researcher conducted this particular study due to the lack of similar studies that were implemented in the middle schools. Moreover, this study used the triangulation method to have a valid outcomes and a holistic explanation for the phenomenon. Moving to the findings, this research found that teachers' perspective of ICT integration impact is more likely to be a positive view with being balanced between the technological and the traditional. Students' perspective was also positive towards ICT integration. The only negative view was addressed by the parents who asked for more traditional teaching and learning, and if ICT integration was an official demand, they need it to be well monitored

Keywords: ICT, technology integration, ESL, teaching and learning, impact.

نبذة مختصرة:

تقوم الدراسة الحالية باستكشاف آثار دمج التكنولوجيا على عمليتي التعليم والتعليم في صفوف اللغة الإنجليزية كلغة ثانية، وذلك من وجهة نظر كل من معلمي المرحلة المتوسطة، الطلبة في المرحلة المتوسطة، وكذلك أولياء الأمور. لتحقيق أهداف البحث والعمل على إيجاد أجابات للأسئلة المطروحة في هذه الدراسة، تم تصميم هذا البحث النوعي كما تم إدراج ثلاث أدوات لجمع البيانات للإجابة عن تساؤلات البحث. أما عن المشاركين في هذا البحث، فهم 10 معلمين لمادة اللغة الإنجليزية كلغة ثانية، 50 طالبا، و 7 من أولياء الأمور. صممت الباحثة استبيانا يحمل مجموعة من الأسئلة المفتوحة ليقوم الطلبة بإجابتها: كما قامت بإعداد مجموعتي أسئلة مختلفة ليتم توجيهها إلى المعلمين وأولياء الأمور وكانت هذه الأسئلة كذلك أسئلة مفتوحة. قامت الباحثة بعمل هذه الدراسة لعدم وجود دراسة مماثلة تسعى للبحث في مدارس المراحل المتوسطة، كما أن الباحثة أجرت دراسة ثلاثية الأبعاد لضمان جودة البحث وأخذ انطباع متكامل عن تأثير دمج التكنولوجيا داخل صفوف اللغة الإنجليزية كلغة ثانية. انتقالا إلى نتائج الدراسة، فقد أظهرت آراء الطلبة والمعلمين على حد سواء نظرة إيجابية لدمج التكنولوجيا داخل صفوف اللغة كونها تسهل عمليتي التعليم والتعلم. بينما اتخذ منظور أولياء الأمور طابعا سلبيا لاستخدام التكنولوجيا حرصا على أبنائهم، وأوصوا بمراقبة هذا الدمج في حال كان أمرا إلزاميا.

الكلمات المفتاحية: تكنولوجيا المعلومات والاتصالات، دمج التكنولوجيا، اللغة الإنجليزية كلغة ثانية، التعليم والتعلم، أثر.

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Chapter One: Introduction

1.1 Overview

As time passes, education proves itself to be the essence of our lives. Education has been launched since the humanity has begun. It started by applying extremely simple methods to deliver the knowledge. A day after another, educational methodologies have been generated and reformed to adapt the different teaching and learning needs. As it is known to all, teaching and learning are the core procedures of the educational process, and they complement each other to assure the knowledge delivery and receipt. The two major components of the educational process- teaching and learning are entirely connected to the two main partners of the educational process as well; that are the teacher and the student.

Teaching has countless strategies that were implemented to deliver the knowledge to the learners. Therefore, different overviews of teaching practices are spread around teachers. These strategies may differ between depending on one resource for example, or utilising any of the ICT appliances through the teaching process. It was asserted that "The good teacher is an expert mediator of cultural contents. The authorized didactic manner is that of the frontal lesson, in which contents are transmitted through their exposition. The pupil is the receiver, the "terminal" of a message traveling always in the same direction." (Fiorin 2001, p.87). Nevertheless, the huge sets of strategies were a source of confusion to the teacher since it is a difficult decision to select what to use and how to teach.

In the United Arab Emirates, education entice a massive deal of attention by the government to be one of the development priorities; as a result, the UAE will have the best educational system by 2021, according to H.H. Al Maktum (n.d.) as a part of the UAE Vision for the year 2021. It is clear to all employees in the field of education how significant it is for the Emirati governments in all the emirates to shield the education and proctor the practices that may impact the educational process. For example, in the emirate of Abu Dhabi, Abu Dhabi Department of Education and Knowledge conducts regular inspection visits to all schools which are under its control to assure that knowledge is delivered matching the top standards and students are given equal opportunities of learning. ADEK stated that their vision is to have education first by being "Recognized as a world class education system that supports all learners in reaching their full potential to compete in the global market." As well as having the

mission to "produce world-class learners who embody a strong sense of culture and heritage and are prepared to meet global challenges." (ADEC, 2018).

Hence, educators start to make decisions on how to deliver the knowledge to the cope with the requirements by designing the curriculum, selecting teaching methods, and implementing the best practices in the classroom. Teachers sometimes get confused on how to select the best practice, what to integrate during the classroom teaching, and what resources to depend on; however, the teacher must be proficient and capable to achieve his purposes.

Technology is a revolutionary world that delved into all the aspects of our lives. In education, like all other fields, technology, iPads and computers were common to be utilised in English language classrooms as well as other subjects. Yet, depending on them as teaching and learning aid was not clearly implemented, particularly after the huge spread of different ICT educational applications and platforms. It was stated by Maddux (2003) that "Computers are probably no longer in danger of being abandoned by schools; and, in fact, computers have gained so much cultural momentum that educators could probably not intentionally prevent their continued integration into schooling". She added that "On the other hand, they have not brought about the revolution in education that was hoped for when the field first began."

1.2 Statement of the Problem

The teaching practices and learning opportunities of the English language as a second language are always confusing for they need to be wisely selected and equally distributed. Teachers tend sometimes to use electronic devices, smart boards or any of the ICT appliances to flow the teaching process smoothly. Others tend to hang on using the traditional ways of teaching using textbooks and the white board. Like any practice in the world, technology integration in the language classrooms has its proponents and opponents as well. As an ESL teacher, the conflict mattered the researcher and urged her to study in depth how ICT appliances integration can influence teaching and learning the English language. Many studies were conducted to study the relationship between the use of one of the technological appliances like laptops or iPads with teaching or learning in general. One example of those studies is the study of Shahdoor, M. that focused on the use of iPads in English classrooms of UAE public schools (2013). The current study was more comprehensive to study different ways of ICT integration in

classrooms; moreover, it concentrated on how this may affect teaching the English language and learning it as well. It will be a guide for the teachers on how to select teaching practices based on an existent experience of teachers and students. It will also shed light on the point of view of parents which are considered as significant stakeholders of the educational process. It is stated that involving parents in their kids' learning process is a must (Warren & Young, 2002).

However, the researcher found it a need to assist other English language teachers who teach English as a second language to find the best practices of ICT integration in their teaching. The findings will be significant as it will be based upon the perspectives of different stakeholders of the educational process.

1.3 Background of the Research

This research aims to answer the queries of how can the ICT applications be significant enough to have an impact on the delivery or the receipt of English language as a second language for students. It will find out the impact of using technology when teaching English language as a second language. It will try to discover whether this impact is of a positive or a negative effect on both teaching and learning ESL. Moreover, it will be questioning parents about their thoughts and opinions of utilising technology for teaching their children English. Parents will reveal the limitations that they and their children may face in their English language classrooms if technological means were incorporated in the classrooms to deliver the language.

To be able to answer all these queries and achieve the research aims, the researcher has addressed three different categories of people with three different data collection tools. A questionnaire was distributed to 70 students who are in year 8 in a British curriculum school, and they are learning English language learners as a second language. They answered an open ended questions providing their opinions and experience while using technology into their English classes. Another type of data collection used by the researcher was to interview ten ESL teachers in the same school and find out how frequently and effectively they integrate ICT in teaching the English language. Moreover, seven parents of the school students were interviews with different set of questions to find out their opinions towards integrating technology in English classes, and what limitations their children may face to apply this integration.

1.4 Research Questions:

In this study, the researcher is trying to look on the impact of ICT integration in the ESL classrooms from different angles. The findings will be answering the following questions:

1- How does ICT integration in ESL classrooms impact teaching?
2- How does ICT integration in ESL classrooms impact learning?
3- What are the boundaries that may limit the ICT integration in the classroom from a parent's point of view?

Throughout reading the previous questions, it is clear that the researcher has three categories of education stakeholders to answer the research questions.

1.5 Significance of the Research

It is known that technology is a weapon that many of us is benefiting from its existence; on the other hand, it may waste our time and destroy our kids if they did not use it properly. However, we cannot stop adults and even children from using technology. As technology is delving into all aspects of our lives, some parents started to worry about their children, trying to find proper ways for them to use it without harming them. ESL teachers also tend to implement the best practices to deliver the language properly. Therefore, the researcher tries to focus on different sides of the phenomenon to get a comprehensive answer. Another important reason behind the significance of the current research is that the literature lacks a similar study that is conducted in a middle school context. Most studies which have a close topic of utilizing technology into classrooms are conducted in colleges or universities. One more significance of the current study is that the researcher tried to be comprehensive in studying different types of technologies being used in ESL classrooms, unlike other studies which merely focused on a technological device or application; for example, iPads or computers. Lastly, the research was significant in investigating the impact of ICT integration in English language classes for both teaching and learning processes. Other studies were general and studied the impact on education in general.

The findings of the research will be significant for all English language teachers who teach English as a second language for middle schoolers. It will be significant as well for parents who felt confused towards technology integration in their children classes; additionally, the

findings will help middle school students to know the importance of technology during their English language classes as well as the best ways to use technology properly in the ESL classes, which can be piloted to other subjects' classes as well.

1.6 Structure of the Dissertation

The current research is designed to match the academic research structure and content. The study contains five main chapters with different subheadings within each. The first chapter gives a general idea about the topic of the research, the problem that lead to selecting such topic. It also presents a brief about the study and participants as well as the research questions, the significance of the current research and the dissertation structure.

In the second part, the researcher sheds light on the main theories that are closely related to the research topic. Mainly, it discusses the language acquisition theories of the great linguists Noam Chomsky, and Stephen Krashen. Most importantly, the study presents a number of studies that are interconnected with the study topic; for instance, ESL classrooms and technology in classrooms.

The third chapter of the current study, the researcher tends to explain the methodology in which the research has been accomplished. It describes the study and the approach used for the study, it also presents the data collection, sampling and data analysis tools. At the end of the third chapter, a section of the ethical issues is presented.

The fourth chapter of this study is the findings and discussion part. In that part, all findings of the three categories of participants will be presented separately. Following the findings, a discussion of these findings takes place.

The last chapter of the research is the conclusion and recommendations chapter, which will conclude the whole study and answer the research questions depending on the findings. The limitations which faced the researcher while executing the study will be mentioned in the last chapter, and a set of recommendation for both teachers and students will be presented there.

Chapter Two: Literature Review

2.1 Introduction

In this chapter, different theories related to language acquisition and second language learning and acquisition will be presented thoroughly in the theoretical framework section. Mainly, it will introduce the five hypotheses of Krashen's (1982) theory of second language acquisition, then it will present Chomsky's (1975) theory on language acquisition. In the second section of the literature review, the researcher will shed light on different studies of different researchers and applications of the language acquisition theories as well as researches that are related to the main scopes of the current study, that are using technology in classrooms, English as a second language teaching and learning.

2.2 Theoretical Framework

2.2.1 Chomsky's Theory of Second Language Acquisition

Literature is rich with a variety of linguistic theories and studies that interpreted the procedure of learning or acquiring a language. One of the most significant and important figures of language acquisition is Noam Chomsky. He described the second language acquisition process in his book: The Logical Structure of Linguistic Theory. Chomsky (1975) asserted that second language acquisition happen if an individual had an accidental social communication is taking a place, that person tries to generate language forming new structural patterns and rules and ignoring the old ones in his mind. In this situation, the individual, or the learner, is forced to generate rules as a result of having the incident of communication exposure which will demand him to understand the matter on his own. Usually, second language learners are set up with a set of incidents in which they can perform or respond through the language rules that are already existed in their minds. However, many other incidents will not be provided to students as it is difficult to be and as second language learners need stimulus to be able to discover the new language. This stimulus is considered as a motivation factor for second language learners to acquire the second language in an unconscious manner by having these challenging stimuli.

2.2.2 Krashen's Theory of Second Language Acquisition

Moving to the great linguist of language acquisition theories and hypotheses, Stephen Krashen, who wrote about second language acquisition in his book: Principles and Practice in Second Language Acquisition. At the beginning, Krashen's book was published in 1982. Later in 1983 it was published again with some changes and after four years it was republished with few changes again. According to Krashen, the language acquisition, whether it was the first or the second language of the learner, will happen when the utterance or the massage is comprehended. If the comprehension of the massage occurs with a clear and ready mind with no anxiety, the language acquisition will occur. In other words, any language acquisition depends on two main components: real comprehension and the state of mind, according to Krashen (1982).

2.2.3 Krashen's Hypotheses of Second Language Acquisition

In this section, the five hypotheses of Krashen's theories of second language acquisition will be presented and explained. The five hypotheses are:

- The Acquisition-Learning Hypothesis
- The Monitor Hypothesis
- The Natural Order Hypothesis
- The Input Hypothesis
- The Affective Filter Hypothesis

All these hypotheses are formed to explain the learning and acquisition of a second language for learners from Krashen's point of view. The first hypothesis differentiates between learning the language and acquiring it. According to Krashen (1982), "Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill". He added that "Acquisition requires meaningful interaction in the target language – natural communication- in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding". Hence, according to Krashen, acquisition is a totally different system from the learning system. Acquisition generates outputs based on an unconscious communication which is very close to the process of a child who acquires his or her first language. This communication happens naturally using the target language in an informal situation. It does not need correct or formal grammatical rules but grammar based on

how you feel this utterance. On the other hand, learning a language generates outputs of a conscious manner, which indicates a conscious knowledge of the target language; for example, the knowledge of the utterance order or the grammatical rules. This system requires a formal communication using proper grammatical rules. It also depends on the aptitude of the learner unlike the acquirer who mainly depends on the attitude to acquire language and generate utterances. Again, as any theory, practice or hypothesis after spreading around, it gains opponents and proponents. This hypothesis of Krashen (1982) was criticised by Gregg (1984) as he claimed that linking acquisition to unconsciousness and learning to consciousness was not clarified enough from Krashen.

Moving to the second hypothesis of Krashen (1982), the monitor hypothesis, in which he tried to clarify the relationship between acquiring and learning the language. Krashen (1982) asserted that when an individual acquires a language, he or she starts to produce utterances unconsciously. The learning procedure acts as a monitor or a corrector for editing the utterances which were generated through acquisition. In other words, the acquisition is the engine which initiates the output, but before it becomes an output, it is edited through the learning system which runs under some factors. These factors are rules and language knowledge, and the proper use of the monitor within the time factor. Krashen implied that there are three categories of individuals according to their use of monitor. The first category is the learners who tend to use their monitor system all the time, who were called 'Monitor Over-users'. The second set of people are the learners who use their monitor system wisely and appropriately; they were called 'Optimal Monitor Users'. The last category is that group of people who attempt not to use their conscious knowledge through their monitor system, and who were called 'Monitor Under-users'. According to Krashen (1982), individuals need to have a minor use of the monitorand limit its use. Again, the monitor hypothesis was criticised by some researchers who found some weaknesses in the hypothesis clarity. One critique addressed by Lightbown and Spada (1993), who claimed that the monitor use is not clear after producing the utterance since you cannot identify which language is the acquired and which is the learned merely from listening to the output of the language learner. Another review of the hypothesis was addressed by Brown (2000) who stated that "Knowing a language rule does not mean one will be able to use it in communicative interactions". In other words, even if a learner has got the conscious competence and knowledge of language, he or she may not be able to use this competence properly when a communication occurs spontaneously.

The third hypothesis of Krashen (1982), which is the natural order hypothesis, was built on the findings of various studies which preceded his hypothesis generation. This hypothesis emphasizes on that grammatical morphemes seem to be acquired by the language learner in a natural way. As a result, some grammatical rules are learnt before the others, and this case of grammar patterns acquisition is similar in both kids and adults. The following chart shows an average order of acquisition of the grammatical morphemes for English as a second language. This order is valid for both children and adults.
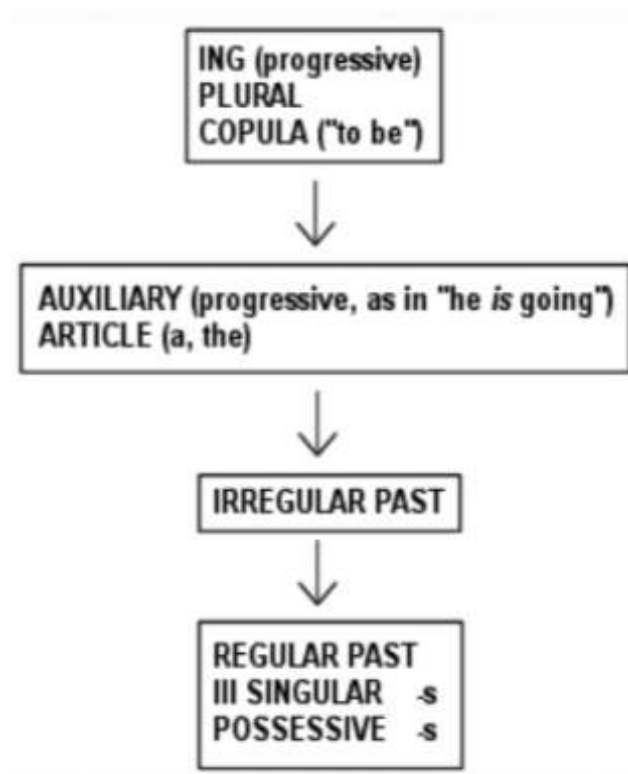
Figure 1: The natural order of grammatical morphemes

The fourth hypothesis of Krashen was developed and presented to the linguistic literature in 1985. The input hypothesis of Krashen (1985) stated that the language acquisition occurs when the acquirer undergoes one important condition that is the receipt of a comprehensible input through reading or listening, in which the input structure is beyond the level of the acquirer. Krashen (1985) added that the input hypothesis is more related to acquisition not learning. The acquisition happens only when the acquirer understands the message; as a result, he or she starts to produce utterances through speaking.

Long (1983) has also designed a hypothesis which stressed out on the importance having a comprehensible input to achieve second language acquisition. It states that language

proficiency occurs due to the face to face communication. However, it is claimed by Ellis (2005) that teaching grammar is an essential matter for second language acquisition process.

Lastly, the affective filter hypothesis of Krashen is the fifth of his second language acquisition hypotheses. Filter here refers to learners' feeling or attitude towards the input. This filter may be adjusted to pass or hinder the input necessary for language acquisition. Learners who have a low affective filter are highly motivated having a self-confidence; consequently, the have a low amount of stress and anxiety. However, learners with a high affective filter are totally different. They are not motivated having a low self-esteem, so they suffer from high levels of anxiety. As a result, the language acquisition will be blocked due to the high levels of affective filter. In this matter, Lightbown and Spada (1998) supported this hypothesis. They emphasized that "A learner who is tense, angry, anxious, or bored will screen out input, making it unavailable for acquisition. Thus, depending on the learner's state of mind or disposition, the filter limits what is noticed and what is acquired. The filter will be up or operating when the learner is stressed, self-conscious, or unmotivated. It will be down when the learner is relaxed or motivated". The following figure shows interrelated key points of the five hypotheses.

The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)
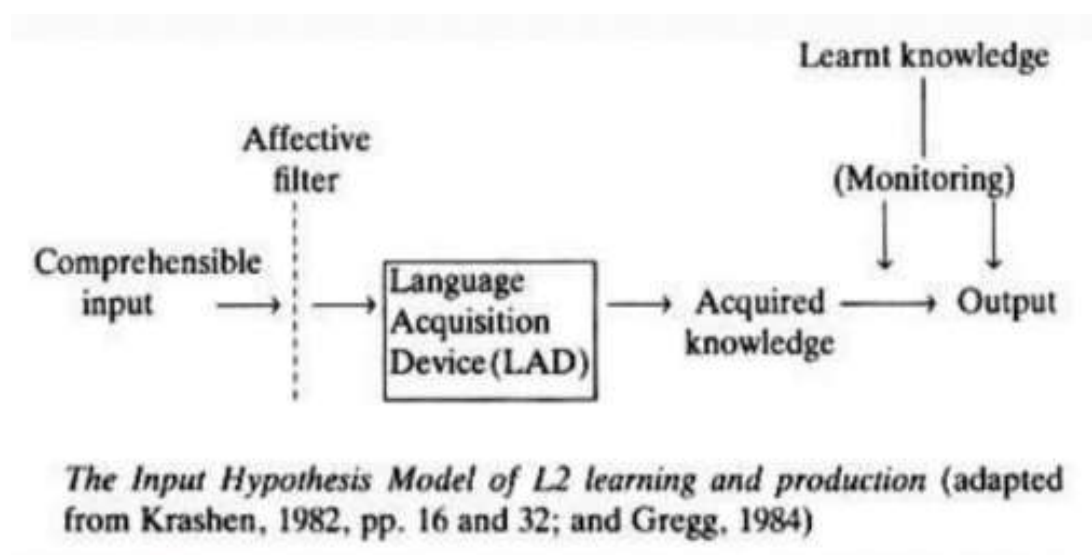
Figure 2: A model of acquisition and production

Krashen was a significant linguist and his name is directly linked to second language learning and acquisition. His continuous studies, theories and hypotheses enriched the literature and were significant in L2 learning and acquisition. To have a general look at his hypotheses, the following figure (Figure 3) can summarize them in a clear way.
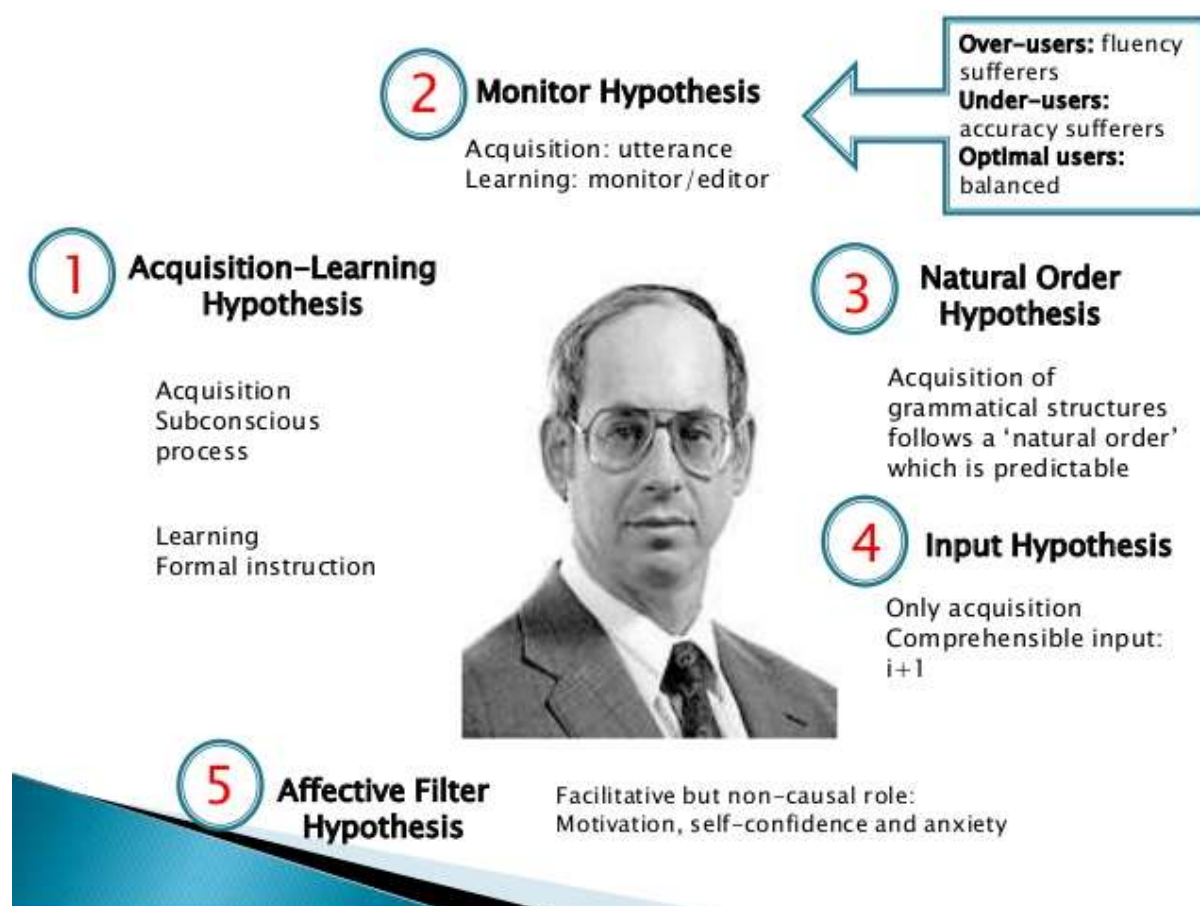
Figure 3: A Summary of Krashen's Five Hypotheses on Second Language Acquisition

A great range of theories and hypotheses that explain second language learning and acquisition were formed and developed by significant linguists and researchers; nevertheless, some researchers did not find these theories clear enough or logical in a way that elucidate the acquisition phenomenon. For instance, White (1989) claimed that although literature is rich with second language acquisition, and the studies were first initiated in the early seventies, but all these approaches, theories and psychologies failed to clarify the input nature which can lead to acquire the second language.

A very significant study was conducted by Cook (2016) who enriched the literature with his book Second Language Learning and Language Teaching. Cook (2016) has emphasized on the significance of the language and stated that it is the core of our lives since it is our means of expression, communication and achievement. He stated that "Knowing a second language is a normal part of human existence; it may be unusual to know only one" (Cook 2016, p.209). He indicated that when an individual learns a second language, he or she acquires a conscious knowledge of that language, unlike first language which represents L1 unconscious knowledge. Cook (2016) stressed on the importance of second language acquisition since it is a significant factor in human's future and career. He assured on the importance of second language acquisition by stressing on the difference between monolinguals and multilinguals; individuals who master more than one language are more creative and critical thinkers, able to solve problems and have broader cognition abilities according to Cook (2016).

2.3 ESL Classrooms

English nowadays is considered as a universal language of communication. Many studies were conducted to examine the nature, practices, and strategies of teaching English as a second language. One of the studies which was conducted by Peercy (2011) to investigate the best practices of teaching ESL since the number of English language learners is increasing rapidly around the world. The researcher emphasized on the process of documentation for the actual practices being implemented by the teachers to teach English since minority of the researchers do so. The researcher conducted the study in two high schools who prepared their students to attend mainstream classes for the whole day. The study's findings showed that teachers were doing their best to assist the students in learning English to assist them again in other subjects. Many practices were recorded by the researcher that showed hoe teachers were trying to scaffold with the students' levels of English language. Of the practices, teachers attending mainstream classes to study their students' needs, they were also teaching students how to use the academic language. Furthermore, teachers were teaching students the skills of reading, helping them with their first language once they faced a difficulty, and using appropriate and culturally accepted teaching methods to teach students.

Another study of Naicker and Balfour (2009) aimed to explore the effect of a specially designed program. This program focuses on communicative strategies to develop students' levels of

English as a second language learners. The researchers observed four groups of a multilingual high school students over two years. In the first year the students were in grade eight and in the following year they were in their ninth grade, aged between 13 and 14. The study was based on mixed data types, qualitative and quantitative, that were collected from teachers and students. The researchers examined the significance of having a special design or a special program for the students depending on the context and their needs as well; furthermore, they investigated some assessment strategies which were implemented to assess the progress of the students through the whole period of observation.

One of the ESL studies was conducted by Panova and Lyster (2002) to investigate the patterns of corrective feedback for adult students. It is an observational study that examined the relationship between the teacher and learner, the different types of corrective feedback and how rapidly students respond to these feedbacks. Researchers recorded teachers and utterances and have a data base of at least 10 hours of recorded interaction. The teachers' turns were around 1600 while students' were about 1700. The research findings of Panova and Lyster (2002) revealed a preference to use implicit corrective feedback from teachers to enhance students' ESL acquisition, and students tend to correct their mistakes immediately after the teacher's feedback. The study's findings were linked to the input hypothesis in which the researchers found that students who learn English as a second language benefit more from production and retrieval than from merely input hearing.

Gagné and Parks (2013) aimed in their research to investigate the classroom –based interaction for children in elementary stages. The researchers formed two teams to give the opportunities of interaction in the second language and how both teams scaffolded each other during their interaction. Students' interactions of grade 6 ESL learners were recorded and analysed be the researcher, and the research findings showed that students used different scaffolding strategies; however, they concentrated unconsciously on two specific patterns. To conclude, the researchers stated that "this study demonstrates that Grade 6 children in an intensive ESL class were capable of providing varied scaffolding to peers as they engaged in CL tasks. Of the strategies resorted to, requests for assistance and other-correction were the most frequent. To explain how students were orienting to the tasks, the importance of the classroom culture and the structure of the CL tasks were evoked".

Jung and Levitin (2002) have also added to the literature of ESL classrooms. The researchers were Canadian teachers who teach English as a second language courses, and they were hired

by a huge centre in Singapore to teach an intensive English language course for 3 months for Southeast Asian government officials who enrolled in an English language and Canadian cultural immersion study program. The study explained simulations that ESL learners can integrate with their communication skills to achieve the English language learning besides the knowledge they learnt about the Canadian culture. After the simulation, the researchers distributed a survey to the learners and found out that simulation is a great tool for learning a second language.

2.4 Technology in Classrooms

Technology is a huge world of creation and innovation. Some people even researchers tend to use the technology term to refer to technological or electronic devices. Yet, technology is a broader and a greater term, as it includes electronic devices as well as software and applications. In addition, technology use does not necessarily require being connected or online to be able to use technology, but according to Dudeney and Hockly (2007), using technology may be as simply as using a CD and a computer. The researcher in the current study tried to emphasize on all types of technology or ICT regardless of its type; so any possible tool or application that may be used in ESL teaching or learning will be investigated in this research.

McGintly (2012) has studied the effect of using iPads in the Higher Colleges of Technology in the UAE. The notion of iPads only in the classroom was initiated in 2012 in the Higher Colleges of Technology and the staff were trained to teach through using the iPads only, stating that the classrooms had been evacuated from any traditional teaching tools. The institution management was trying to find more innovative ways for students to avoid their boredom of using the ordinary book. However, the matter was the teachers' readiness towards this initiative not the students'. The study findings revealed that although students like to use iPads, they still feel that there is a need for having a notebook and a pencil to study.

In the literature of technology incorporation into education, some researches called that practice as blended learning style. For instance, Belew (2012) reported the issuance of University of West Sydney for 11 thousand iPads for fresh students and staff, as it was claimed by the university vice chancellor that there is a great impact and revolutionary aspects of using iPads, so the students must be engaged within such technologies. Belew (2012) called this integration as the blended learning model, since it provides more flexibility, more apps and resources to be integrated, and more interaction as well.

Hoopingarner (2009) claimed that language teaching can be supported with effective educational technology tools. It is asserted by Hoopingarner (2009) based on the research findings that "best practices take into account effective language pedagogy, and appropriate roles of technology. Best practices in using technology to support language teaching and learning see technology as a tool that can enhance teaching and learning by augmenting input, providing additional opportunities for language practice, and serving as a platform for interaction and tasks-based learning activities".

Chapter Three: Methodology

In this chapter, the researcher tried to emphasize on the process of conducting the research, the resources of data, the approach, and many significant details of the study achievement. This chapter consists of seven sections. The first section represents a general introduction and some brief information about all other sections. The second sheds light on the present study explaining its aims, while the third informs the reader about the approach that the researcher utilized to accomplish this study. The fourth section, the researcher explained the process of the research, while in the fifth the sampling method is explained in detail. The sixth section explains the ways of data analysis and the last section presents the ethical issues and approvals that granted the accomplishment of the current study.

3.1 Introduction

In this chapter, the researcher tried to clarify all the research data collection, analysis, process and issues to the audience. This chapter avails the type of the research which is a case study based on gathering qualitative data. The data were collected from three different categories of educational stakeholders to be able to reveal the research questions' answers. The reason of choosing these particular participants of 50 students, 10 teachers and 7 parents is clarified in the sampling section. The data collection tools were of three types depending on the different categories of participants and to utilise the triangulation. After gathering the data from participants, the researcher used a manual method to analyse the data. The researcher implemented the thematic analysis to present the research findings and discussion. The last section of this chapter deals with the ethical issues that the current study's researcher and all the researchers need to maintain and track to have a reliable study.

3.2 The Present Study

As previously mentioned, the study aimed to investigate how technology impacts the teaching of English language as a second language from the teachers' perspectives, that is why the first sample of participants were the teachers. It also investigated the impact of technology on learning English for students who learn English as their second language, so the researcher selected a group of student as the second sample of the research to achieve the study aims. The study's last aim is to discover the parents' views of teaching ESL through technology and what

boundaries that may hinder this integration are. This multi-sampling made this study exceptional since it is comprehensive in terms of the participants, unlike other studies which focuses on one or two categories of participants.

Moreover, the researcher utilized different techniques to achieve the study aims, in which a set of open-ended questions were directed to the students through a survey, a different set of open-ended questions were directed to the teachers, and a third set of open-ended questions were addressed to a group of parents who showed their readiness to participate and welcomed the researcher. The variation of techniques that the researcher adopted to find out the answers to the research questions is called triangulation as Cohen and Manion (2002) stated. Cohen and Manion (2002) declared that if we study the situation or an issue from more than one point of view, we will be able to understand it entirely and figure out its details. In addition, Patton (2002) stated that triangulation refers to using more than one data collection tool to have a broader image and a more convenient knowledge since it gives more resources of data to answer the research question and provide validity for the research.

The participants of the research are ten English teachers who teaches English as a second language for key stage 2 in a British curriculum school, and the teachers are a mix of males and females, none of them have the English language as their first language. Some of the teachers are originally Arabs, others are Indians and Philippines. The teachers are also mastering different teaching experience; however, this introduction about the teachers may not be linked to the findings of the research and may not affect the teachers answers but it is merely a brief introduction about the first category of participants. The second participants who will answer the second research question are the students. A group of 50 students, who are the year 8 students of a British Curriculum school who are learning English language as a second language. Consequently, these students are of different nationalities, over 15 nationalities, but again this will not draw a clear connection with the conclusion but to introduce the students' backgrounds. The last category is the parents. The researcher met some parents and they welcomed this participation as many of them are suffering from their children's use of technology in general and the education in particular.

3.3 Approach

The current study is a qualitative study which shed light on different perspectives towards the use of different technology applications, devices and software in teaching and learning English

language. This research is a case study, which will result in deep the situation of and provide the researcher with the needed knowledge to understand the phenomenon, according to Creswell (2002) when he explained about case studies in his book: Educational Research: Planning, Conducting, and Evaluating Quantitative. The findings of the study were resulted from different resources of data. The researcher, for the three categories of participants, has used open ended questions in surveys and interviews. Open ended questions open the gates of expression for the participant to share his opinion and thoughts without limitations. Creswell (2002) stated that using open ended questions will allow the interviewer to gather more data that is needed to answer the research questions more thoroughly, unlike the closed ended questions which sets restrictions for the interviewee and bound him from being free while answering nor let him or give their opinion towards the phenomenon or issue. In addition to Creswell (2002) research and findings about open ended questions, McMurry and Pace (2002) added that by addressing open ended questions to interviewees or participants, you cannot expect what they may answer and what they should answer, consequently, their answers may open new ways to explore and understand the situation.

Blumberg et al. (2008) stated that interviews are the major source of deep information gathering to explore r investigate. The researcher, who is the interviewer on the same time, addressed two categories of education stakeholder to investigate the matter and seek their knowledge and opinion to find out an actual evidence of the matter. The interview itself has more than one type. Different researches and studies were conducted to differentiate between the data collection tools and their types. Gill et al. (2008), emphasized in their research on the types of interviews being utilized by researchers, as they implied that interviews are of three types: structured interviews, semi-structured interviews, and unstructured interviews. This classification was made based on the type of questions being used in the interview as well as the degree of interference from the interviewer's side during the interview. Some researchers tend to use the direct observation as a data collection tool to gather data; however, Creswell (2002) did not prefer this type of data collection since it may not lead to actual findings due to any unexpected condition and that interviews will give more opportunities to lead to more details and data even some personal information about the interviewees may be shared.

Semi structured interviews, dissimilar from structured interviews or unstructured ones, will help the interviewer to turn away sometimes from the main path or direction of the interview when needed and appropriate as Creswell (2002) implied. According to him, this type of interviews is more flexible as it gives both the interviewer and the interviewee the opportunity

to skip, change, amend or add new questions during the interview itself where needed or when the interviewer feels that the answer did not give the exact details sought after.

3.4 Research Process

This qualitative research was conducted in the school settings. The participants were all educational stakeholders who study, teach, or have their young people studying in the school. As previously mentioned, the research was addressed to different categories to gather a holistic view of the technology integration impact idea in ESL classrooms. For the first category, the teachers, the researcher designed a semi structured set of questions to be addressed to these middle school English language teachers. Thankfully, the teachers welcomed the researchers and showed a great deal of cooperation and agreed upon a convenient time for them with the researcher. According to the busy times of teacher at the school, and due to having 10 teachers to be interviewed, this process of meeting preparations and teachers interviewing took 10 days to be accomplished. The researcher commenced the interview welcoming the teacher, thanking him or her for the valuable input for the current research. The researcher tended to use introductory questions to break the ice between both sides and to encourage the interviewee to provide fruitful answers as Creswell (2012) suggested. The researcher addressed the same basic questions to all teachers, amending some of these questions where appropriate, and skipping others when the teacher answers the question before it was even asked. Each interview lasted for 15 to 20 minutes; the researcher directs the question and write down the answers provided by teachers. The interview questions were attached at the end of the research as Appendix A.

The second category was the students. The researcher designed a simple open ended questions to be addressed to the students of year 8 un that school. The students were in two different sections, boys section and girls section. So the researcher asked two teachers for 15 minutes to sit with both sections of year 8 students to be able to introduce the research purposes and how significant their contribution will be to accomplish this research. The students welcomed and showed their readiness to participate, the researcher distributed the survey and waited the students to finish. More than half of the students completed the survey within less than 10 minutes. The researcher gave time to all students until they finish and collected the survey papers and thanked the students again. A copy of the survey was attached at the end of the research under Appendix B. Moreover, some samples of students' answers will be found at the end of the research as Appendix C.

Lastly, the parents of some students where in the school and the teacher asked them to contribute in the research. They welcomed and liked the idea since they were suffering from the exaggerated use of technology by their children and their need to solve this issue was urgent. Some parents contacted other parents to participate in the research. The researcher agreed with seven parents to meet them within a week in a convenient time for all. Again, the researcher met each parent individually, welcomed him or her, and asked about the parent him or herself at the beginning to create a gentle atmosphere before the interview commencement. The researcher spent about 20 minutes with each parent asking them the same set of questions which is attached as Appendix D at the end of this research, and did some amendments where needed during the interview.

3.5 Sampling

The participants who answered the questions were 50 students, 10 teachers, and 7 parents. Each category has its own type of data collection tool. Since the current study is a qualitative study with all its tools, the most convenient sampling method is the purposeful sampling as Creswell (2012) implemented. Creswell (2012) asserted that if a researcher conducted a qualitative study, the best sampling to utilize is the purposeful because the researcher has to select and choose individuals who "can best help us understand our phenomenon to develop a detailed understanding about it". In this research, the researcher selected these participants for the aim of gathering a comprehensive knowledge and a holistic picture. The researcher selected these ten particular teachers for the purpose of covering the middle school ESL teaching using technology, as literature is rich with many studies which examined the use of technology in education in high school and universities but less literature examined the middle school phenomenon. The students were also selected for the purpose of investigating the ESL integration of technology and its impact on learning for middle school students.

Lastly, the researcher interviewed the parents of some middle school students to have that comprehensive image of the same category, that is middle school.

3.6 Data Analysis

After gathering the data from the three categories of participants, the researcher started the analysis process. It is clear that all data are collected as qualitative data. The researcher tended

to use the thematic analysis to analyse the data and discuss the study findings to obtain the answers of the research questions. Different stages needed to be conducted to apply the thematic analysis. At the beginning, the researcher identified the data and classified them into main ideas. This process is the coding process, in which the researcher had a look at all the answers of the first category of participants and name and coded that main idea under a name; for instance, good impact for learning. Miles and Huberman (1994) asserted that coding process is involved with the process of selecting "which data chunks to code and which to pull out, which patterns best summarize a number of chunks, which evolving story to tell".

The second stage of the thematic analysis for data is to identify the most important code of the previous stage and name it as the key theme. It entails identifying the most significant codes to call them the key themes. These key themes are the main answers of the research questions. After this identification, the researcher started to find out the sub themes that may appear under the main theme umbrella. For instance, if the main theme was the impact of technology integration on teaching ESL, then the sub theme is the food effect of ICT integration on teaching ESL, or the bad impact of ICT integration on teaching ESL is another sub theme. According to the utility of semi structured interviews in this research, and due to its nature of the possibility to amend and add questions during the interview, some emerging themes may appear as an unexpected idea generated by the interviewee due to the nature of the semi structured interviews. Using the thematic analysis to analyse such qualitative case studies is highly appreciated. It is a very organized and systematic type of analysis which can help the researcher to understand the phenomenon and clarify it to the audience, according to Boyatzis (1998).

So the researcher manually applied the analysis after gathering all the data needed, and this is the best type of data analysis according to Creswell (2012) as he stated that since the data documentation is not a huge data base, it is better for the researcher to deal with this data manually away from using the machines to keep an eye on it and to keep track of his or her notes and documents.

3.7 Ethical Issues

Ethical issues are a serious matter for any researcher to be considered when intended to conduct a research. The current study obtained a verbal approval by the researcher from the school's

side to conduct this research using the input of the school's teachers, students and parents of some students.

Moreover, other ethical issues were mentioned by Creswell (2012) that any researcher needs to follow. Of these issues, any research should be original and shared with the participants that gave their input. In addition, the research should not consist of plagiarism in any means, and needs to be reported reliably. The current study's researcher maintained all the issues mentioned by Creswell (2012) to have a reliable research. Additionally, the researcher shared all the information and details needed for the participants to know prior to their participation. They were familiarized with the researcher, the research topic and questions, the research purpose and all the necessary details that they need to know as Creswell (2012) asserted.

The identities of the participants were not mentioned in the research for their own sake. The surveys of the students left a blank for the student to write his or her name and section but it was mentioned that writing the names is optional.

Chapter Four: Findings and Discussion

4.1 Findings

In this section, the researcher presented all the findings of the data collected by the different means of collection. Due to the utility of three data collection tools, the researcher tended to present each category's findings independently. This approach gave the research more organization and clarity.

4.1.1 Findings of Teachers' Interviews

Ten teachers were interviewed by the researcher to answer the first question of the current study. The teachers were cooperative and answered all the researcher's questions deeply and thoroughly. The eight questions of the interview will be presented in this section and the teachers' responses were recorded and presented in this section.

Question 1: What are the grades that you teach?

For this question, the answers were familiar to the researcher since the teachers' sample was selected for a purpose; however, the question was directed to the teachers to reassure the validity of the sample. All teachers answered that they teach years 5, 6, 7, and eight. They year is a parallel term of grade, but year is used in the British curriculum schools. To be specific, five of the teachers teach year 5, two of them teach year 6, two others teach year 7, and one teacher teaches year 8. Definitely, all teachers are English language teachers who teach English as a second language.

Question 2: What do you think technology in classroom means?

Some teachers were surprised to be asked such a question, since the question was extremely easy and familiar to everyone. However, two of those teachers said that any modern electronic device that is used in the classroom can be referred to technology. The researcher asked these two teachers about any other suggestions to define this term but they insisted on their answer, that is any tangible device or tool that can be used in classroom. The researcher asked them to give examples, and they responded with iPads, laptops and computers, or mobile phones.

Other teachers answered that the technology is application or appliance that is mainly based on the internet connection and can assist the teacher to deliver knowledge to the students. One teacher answered that the technology in classroom refers to all devices, software, application or any recent mean of communication that may be connected to the internet, or may work without using internet, for the purpose of facilitating the teaching and learning processes. The researcher asked this particular to provide some examples of technology in the classroom, and the teacher response was that technology in classrooms is represented, but not limited to, using educational platforms, e-books, using iPads, using the school website to upload resources and homework, using CDs to practice listening, using excel sheets to register students' marks, and many more examples.

Question 3: To which degree do you use technology in your classes?

This answer was based upon the comprehended definition of technology in the teachers' beliefs. Again, due to the difference in taught levels and in views of technology in classrooms, the teachers' answers for this question ranged between 40 percent to 75 percent.

Question 4: What are the ICT applications, devices or software that you use into your classroom?

Few teachers skipped this question as they provided examples of the technology; However, many teachers provided excellent examples. Of the examples provided, teachers use the e-version of the English book into teaching. Some teachers found it easier to use it, as it provides interactive windows of practice for students and on-the-spot assessments. Some teachers use Kahoot to check the learning of the students. Other teachers ask students to bring their iPads and mobile phones to the class to conduct some research or apply some learning, while some teachers ask the IT department in the school to provide iPads for their classes, but this option is not always available due to the great numbers of students in the school as well as different teachers for other subjects in the school who seek the same. Most teachers use the school's website to upload resources for students and homework as well; students do their homework and reply back to their teachers through the same website. Some teachers also use free educational platforms that present a variety of teaching resources. A teacher informed the researcher that there is a free of charge application which helps the students to memorize two,

three or five words a day based on their ability. The teacher asked the students from the beginning of the year to download that application on their PCs or iPads and work on it daily. The teacher noticed a great deal of commitment from the students' side and observed an improvement in their English language levels. Some teachers mentioned that they use Power Point, Microsoft Office Word, and Microsoft Excel Worksheet on a daily basis to present their lessons and prepare worksheets and assessments for their students. One teacher also mentioned that she uses a CD Rom to let students practice listening weekly. The smart board is also utilized by all teachers at this school since it is a must to do in the school and can facilitate the teaching process.

Question 5: What are the good impacts of technology integration on ESL acquisition?

Using technology gives more opportunities for acquisition according to the teachers. They stated that technology integration can let students depend on their selves when acquiring the English language, and they can have a longer time of instruction even at home if the depended on using technology. Moreover, the teachers added that since almost all technological applications and devices' settings are in the English language, this will enhance students' language acquisition in a way or another. More importantly, if students use their devices for writing for example, the auto-corrector will support them in a quality writing with less chances of error making.

Question 6: How can you describe ICT integration impacts on your teaching, positive or negative, with explanation?

All teachers assured that technology has both of the sides, the positive and the negative. It depends on the teacher him or herself and on the students' ways of use. However, when the researcher asked the teachers to give a range for each of the positive and the negative impacts, the teachers responses of the positive impacts ranged between 45 percent to 85 percent. For them, the negative impact ranged between 25 percent to 50 percent. While explaining, the teachers mentioned that strengthening the English language for second language learners through the use of technology is a positive impact. Educational platforms can save teachers time since they have readymade activities that target different levels, which will save the teachers' time from being consumed when preparing activities by themselves. Using the

schools' website facilitated the teaching process since teachers can easily contact with students and send the needed resources. It can also help the teachers to check the homework submission easily. A software is used by different teachers to check the students written work as a facilitator and less time consuming tool as they asserted. Additionally, teachers can have an instant feedback of the progress of the student in a particular class and the outcomes achievement through the practice of the e-book, which can be considered as a formative assessment for the students. Most teachers felt that students get more involved and engaged when technology is integrated, and it motivates them to learn and have an active role in the classroom, which in return motivates the teacher and achieves his or her targets.

For the negative side of technology integration impact, some teachers stated that the availability of the iPads in the school is missing sometimes, so no equal opportunities for learning through this approach. On the other hand, technical issues may hinder the ongoing of the class, especially if the teacher was using a software or an application which needs a connection to the internet. For few teachers, they stated that due to their lack of experience in dealing with technology, they face difficulties in some instances and that may slow down the continuity pace of the lesson; moreover, such situations may cause stress to the teachers. Some teachers added that it is familiar to all of us that children in this stage spend much time on television, playing video games and on their iPads, so it may harm their eyes or bodies if we asked them to study using online technology or applications which will result in more time of continuous contact and exposure to devices.

Question 7: What are the best ways for teachers to integrate technology?

Most teachers' answers agreed upon that teachers need to be moderate when they use technology. Some teachers said that they should teach through possible channels for students to avoid any costs or expenses that will be added to their families. Another suggestion was that teachers need to be unified in the degree of ICT employment in the classroom so that students get equal opportunities of learning. The researcher directed this suggestion to other teachers and asked about the possibility of having a unified system of technology integration, but many teachers refused the suggestion and stated that they cannot employ such suggestion as integration depends on different factors; for instance, the students' needs and levels, and the students' numbers in classes as they are different. Another idea of the teachers was to organize a schedule with the school in which teachers can systematically have turns to use the iPads and

laptops provided by the school so that all students in all subjects have equal chances to use the school iPads and laptops; on the other hand, the school need to ban students from bringing their own devices to the school, so students exposure to technological devices will be equal inside the school. Of course at home teachers cannot control the ICT exposure time. All teachers stated that they need to balance between technological and traditional means of teaching since this will help to give the best of each type.

Question 8: If you were a decision maker, would you limit or imply technology integration?

Most of the teachers' answers were that they would imply technology integration, but within their own conditions and not to leave it open for students. They asserted that even if they limit it, students still bring their devices and use technology in other subjects and at home. Technology has spread around the world ultimately and it came to ease our lives, so how and why to stop this huge phenomenon? It is only a matter of balance. Two teachers stated that they would limit the use of technology inside their classes if they were able to make decisions, as they see this will be more fair to the students and they can control their classes easier. These two teachers stated that they prefer to stick to the traditional methods of teaching, using the white board and the hard copy of books.

4.1.2 Findings of Students' Surveys

A survey with simple 5 open ended questions was directed to 50 students in year 8 who are studying English as a second language to examine their opinions towards the ICT integration in their ESL classroom. Following are the questions and their responses to these questions.

Question 1: What types of technology do you use in your classrooms in general?

Students were aware of technology types. Their answers were comprehensive. The students emphasized that they use different technologies like the technological devices – iPads and phones. They also use the school platform to do their homework which is assigned by their teachers. Students also use different applications to support their learning in different subjects as well as the English. They stated that some of their teachers use the interactive board to

explain their lessons and they enjoy it. They do different activities and tasks and get a prompt feedback which will benefit them. Students mentioned that they use the internet to conduct research, construct articles and find out resources to enhance their learning. They stated that they use the internet to practice listening and speaking skills.

Question 2: Do you use particular ICT applications, devices or software for English classroom?

Students mentioned that their English teacher uses the e-version of the book, which includes different activities. Their teacher also asked them to download an application and practice memorizing some words according to their abilities. The teacher also let them practice listening skill in the class once or twice a week and check their learning after they listen to recordings on a CD Rom played on the teacher laptop. Some students stated that they did not think that they use any particular application or software in their English classes.

Question 3: What are the useful effects of ICT integration into English language classrooms?

Most of the students stated that they get motivated when they practice activities that the teacher displays through the interactive board. They get a prompt feedback after they do the activity, so they feel proud once they answered correctly and they feel that they are eager to learn. In addition, they claimed that all students learn faster when they learn through technology because they are fascinated with the technology itself. The students added that they can perform better, as internet facilitates their English language learning. Online dictionaries and even offline ones that are downloaded on the devices let them learn the difficult vocabulary and find it easily. Some students concentrated on the fact that learning English skills should be practical and mastering these skills needs an interactive way to learn, in which the traditional learning methods does not provide, unlike the technological integrated learning which let the students learn interactively with a feeling of entertainment.

Question 4: What are the bad effects of ICT integration into English language classrooms?

Students were careful to answer this question, and some of them even skipped this question since they feel that no negative impact the ICT integration has. However, many others stated that they consider having 25 students in a section is a huge number, so they will not have equal chances of practice and do activities through the interactive board. Some of the students declared that when they use their devices to do some activities with the teacher using specific software like Kahoot and others, they do not get the Wi-Fi connection immediately which may slow down the pace of the class and interrupt that continuity. Furthermore, some students claimed that they suffer when the teacher ask them to bring their devices as some students do not have an own device. As a result, the teacher asks them to set together and share their devices, the situation that they dislike. On the other hand, students who do not own any device complained that when they are asked to bring their devices, they feel nervous and shy since they do not have any device to use.

Question 5: What are your suggestions for the best use of technology to have a beneficial impact of ICT integration on your English language learning?

Students stated that they need to have a platform which is purchased by the school and can be easily accessed at home to practice the language and enhance their knowledge. Some students suggested that the school needs to provide them with iPads or laptops, and a consistent Wi-Fi connection if the school proposes to implement the ICT integration into their learning. A student stated that their teacher can email them with a weekly document which includes useful links for them to practice and different activities to be done, he stated that they can access the mail from any device at home and practice because not all students have their own devices that they can bring to the school. Many students skipped this question as they find it difficult to be answered.

4.1.3 Findings of Parents' Interviews

The last category of participants were the parents of students in the middle school. The researcher interviewed seven parents and asked them about ICT integration and the limitations that they think it may hinder that process. The parents answered a semi structured interview made of five open ended questions to find out their opinions. The parents' answers were as following.

**Question 1: What do you think technology in classroom means?**

Almost all the parents answered this question similarly. They stated that technology is similar to using iPads, computers or internet in the classroom. One parent stated that they as parents are not familiar with the classroom context and nature, but she was sure that ICT refers to broader elements than others have mentioned. She stated that the emails, the orienting process, the power points that the teacher prepares and sends regularly, and the homework that her son does and sends to the teacher through the schools' website can all be considered as technology applications.

Question 2: How can you describe ICT integration impacts on teaching and learning English as a second language, positive or negative, with explanation?

The parents, unlike teachers and students, were offended because of their children's excessive use of electronic device. Many parents mentioned that it is positive because they think their children enjoy studying using computers and iPads, although they do not grant if their children spend that time on study unless they monitor them. They stated that since they need their children to master the language, and many applications facilitate English language mastery, they allow them to study using technology. The rest, who said that it has a negative impact, were three parents. They neglected all the software and applications designed to support the English language learning, as they claimed that they prefer their young people to study in the traditional ways as their parents did before them.

Question 3: To which degree does your child use technology for both study and in his or her leisure time?

All parents claimed that even of their children spend some time in school or at home studying using ICT applications and devices, yet they still spend the double or triple of that time to entertain themselves and play games. Parents stated that without monitoring, students will not spend time to study either in the traditional way or using technology. The average answer of study time on ICT devices ranged between 10 to 30 percent, while playing and spending leisure time ranged between 75 to 90 percent according to the parents. Following is a chart that represents these rates.

Figure 4: Parents Views of Their Choildren Time on ICT Devices
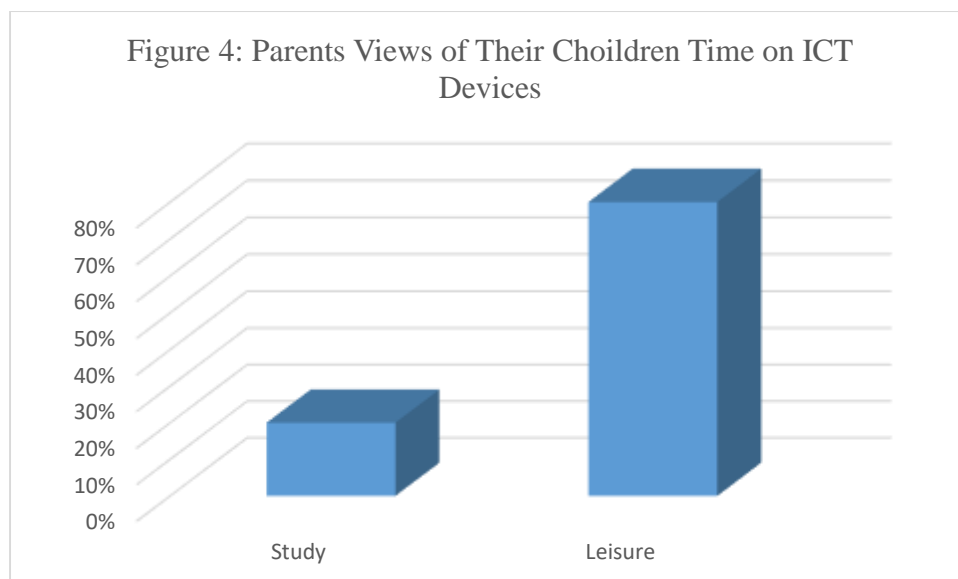
Question 4: What are the boundaries that may limit the ICT integration in the classroom from your own perspective?

Parents claimed that the main limitation is the parents concern on their children to be exposed to ICT and internet. They need to monitor their children's activities as well since the internet is a huge world and their kids are immature yet. The second limitation that was stated by many parents is that the expenses that may be added on the behalf of parents, since not every parent can afford buying an iPad or a laptop for each child. Away from expenses, some parents do not like their children to stay connected online as they prefer them to be more attached to the traditional methods of teaching. Parents may also face a difficulty if their children faced any difficulty in dealing with any application and they seek their assistance, but they will fail to assist since they are not experts in using such devices and applications, nor navigating the internet, as some parents asserted.

Question 5: If you were a decision maker, would you limit or imply technology integration?

As the researcher predicted according to the previous input of parents, six parents out of seven stated that they will limit the technology integration if they are the one who decides. They would like to implement the traditional model of teaching using the white board and markers with books, notebooks and pencils since this way is much successful. It is the way that they

were raised upon and succeeded by. One parent stated that she will allow ICT integration but under special conditions. She asserted that these conditions are represented by being balanced when using technology for teaching, and have a good monitor system on children during their use of technology.

4.2 Discussion

In this section, the researcher tried to analyse the previous findings using the thematic analysis system. Each of the subsections below will reveal an answer for the research questions, respectively.

4.2.1 Discussion of Teachers' Findings

As it is clear to the reader, teachers employed different types of technology into their teaching. Most of them were aware of the different types of technologies being used in the classroom. Some teachers were really creative in the technology integration, which led to an improvement in the students' competence and knowledge, through using applications that can be easily used with no expenses and without wasting students' time at the school. The teachers stated that the faced some problems in dealing with the IT department to borrow the iPads for their students in a particular class. Another drawback of technology integration was the connection issues that may result in delaying the class and minimizing the instruction time.

On the other hand, most of the teacher were positive towards the use of technology and mentioned many good impacts for ICT integration. The teachers stated that it facilitates learning, and saves teachers' time as it presents readymade activities. Moreover, the activities being presented by different platforms are differentiated and consider different levels of students, which gives equal learning opportunities to all students. Additionally, the e-book version which some teachers use provides a prompt feedback that represents a formative assessment to check students' attainment and let the teacher decides to go further with the teaching or to repeat what is needed. Technology offers different ways to improve the main skills of the language. For instance, it provides listening practice opportunities and writing support centres and applications.

Teachers' suggestions on integration was to be balanced and provide the students with the necessary applications and support where needed.

4.2.2 Discussion of Students' Findings

Students are keen to learn through ICT integration. They are up to date with the different types of technology and aware of the broad term dimensions. Students answered most of the survey's questions. They mentioned many applications and software that they use in the English language classes. The stressed on the importance of technology integration in the classroom as this keeps them motivated and encourage them to engage in the classes. Students likes to practice through the interactive board that their teachers implement, and they feel motivated to learn since these platforms gives an instant feedback which will let them feel proud if they answered properly. Another point of positive impact is that students had many channels to practice listening, improve their writing, and enhance their skills to acquire the English language easily.

The negative impact question was skipped by many students as they do not see any drawbacks for ICT integration, the most significant problem for them was when their teacher asks them to bring their devices, those who do not own any device will feel stressed and nervous.

The suggestions that were presented by the students were to request their school to provide them with devices for each student and a consistent internet connection, which is a very difficult matter for a small school unless they apply this after a financial study which will definitely result in increasing the expenses of study costs in that school.

4.2.3 Discussion of Parents' Findings

Parents were the only side who showed a clear resistance to technology integration in English as a second language classes and all their children's education as well. They complained from the long-time of contact for their children on their electronic devices. The parents did not seem to be experienced in the technology field as most of them are away from the classroom context. They have the notion of using electronic devices to refer to ICT integration. Parents stated many limitations for technology integration; for instance, the duration of exposure to the internet and the devices. Moreover, the expenses of buying a device for each child will be difficult for many parents. The huge unsafe world of the internet worries parents and let them always think of ways to decrease their children's use of internet to protect them as they are still

young and immature. Lastly, the lack of experience of parents will ban them from helping their young people if they faced any difficulty and were using technology through their study.

Chapter Five: Conclusion and Recommendations

5.1 Conclusion

In conclusion, the current research is a qualitative study which tried to investigate the impact of ICT integration in English as a second language classrooms. The researcher selected that particular topic due to the importance of the technology and its revolutionary nature which allowed it to be inside every aspect of our lives, most importantly education. Many studies, researches and dissertation were conducted with a close topic, like the study of Mullen (2014) who studied the iPad education in a college in the United Arab Emirates. Another study of Shahdoor (2013) was titled as Integrating technology in ELT classrooms in UAE public schools, yet it studied merely the iPad integration. The current study was comprehensive in studying the different ICT applications, devices and software impact. In addition, the study concentrated on English as a second language classes since there is no research conducted earlier to study the relationship between these two elements. Furthermore, the researcher implemented the triangulation approach to get a clear image and exact answers to the research questions. The researcher introduced the topic, the research significance and questions, the statement of the problem, and the current study's structure in the first chapter.

In the literature review, the researcher referred to Chomsky (1975) theory of second language acquisition, and to Krashen (1982) theories and hypotheses of second language acquisition as the theoretical framework of the study. A series of studies were presented under the components of the current study's title: ESL classrooms and technology in classrooms.

The study is a qualitative case study that was implemented in a middle school, and the participants were some students in that school, ESL teachers and parents of students. The researcher utilized different data collection tool for each category, and the sampling type was purposeful. The researcher granted all ethical issues to be maintained. The researcher administered the survey and collect it from students, interviewed the parents and the teachers individually. The researcher used the thematic analysis to code the data collected and present it into key themes and sub themes. This would lead to more organized results that will again lead to answer the research questions.

The findings of each of the participants' categories were presented in different sections. The responses of each question were stated comprehensively and thoroughly as the participants

responded. Following the findings section, a discussion section was designed, and sub sections were formed to discuss the findings of each category on its own, revealing the answers of the research questions consequently. The study discovered that the impact of ICT integration on teaching English as a second language from teachers' points of view was positive. The teachers stated they support this integration as it facilitates teaching the language by providing software, applications and educational platforms that may motivate the students and enhance their language skills as well. In addition, the study explored that ICT integration impact on learning English as a second language from the students' perspectives was extremely positive. The students were eager to integrate technology into their learning to avoid boredom of the traditional learning styles and to get motivated. They feel encouraged when their answer is rapidly checked through the e-platforms which help them to gain more knowledge and get more experience in the language skills. Nevertheless, parents did not support the idea of the technology integration in the language and all classrooms for the sake of protecting their children. They do not want their children to be exposed the technology and internet all the time. The parents revealed the answer of the third research questions which was about the integration limitation. Of the examples the parents provided, the extra expenses that may be on the behalf of parents if the ICT integration became a must. Moreover, the fear of parents on their children from the massive world wide web which may cause them some problems, and the lack of experience from the parents' side in which they will not be able to provide assistance to their children once they face a difficulty.

The last chapter drew the conclusion of the research and summarized the main ideas of the study. The research limitations section was followed by the implications to teachers and students were presented and lastly the recommendations section was offered.

5.2 Limitations

As any other study, the current research had some limitations. The first was having almost no closely related prior studies that support the researcher's literature review, so the researcher could not compare the current study with similar studies.

Another limitation was that the researcher may use extra or different data collection tool like class observation. The sample size might also be expanded to give broader findings and a clearer image for the researcher.

Finally, the scope of discussion may be narrow due to the lack of experience to the researcher to provide a similar huge piece of work individually.

5.3 Implications

Following the findings of the research, the researcher implied some steps for teachers, students and schools to be followed when possible. It is recommended for schools to have a unified system of lecturing, so parents will grant equal opportunities of learning for their children. Schools need to conduct theoretical and practical training sessions for teachers on technology types and how to integrate it in their classes. Schools also may purchase a platform that enhances the four main skills of English language, so students can have a consistent system of practice and chances to be followed up by the teacher are greater.

Teachers ought to read more about technology. They need to have a comprehensive knowledge as students are mastering more significant skills due to their daily contact with the technology. Teachers may also invite parents to let them explore types of technologies being integrated, the significance of technology, and their children motivation and involvement in the class activities while they utilise technology; this step may eliminate parents fears of the technology integration concept, and it may be a chance for them to learn how follow up their children's progress. Another recommendation which was a student suggestion is that teachers could help students by sending them a weekly document through their emails, which contains a list of activities and useful links that the student can practice through. Many students would prefer this step since it is not necessary for all to have their own devices that they can bring to the classroom. When the teacher sends this weekly email, students can easily access their emails and practice through any device which may belong to any of their family members.

The researcher's main implication towards students is to be balanced. It is a great idea to integrate technology with education as this facilitate learning process, but this may be harmful if it was applied excessively. Students must take care while navigating the internet since it is an unsafe world where they may face hackers, thieves and fake information. Students must consult their teachers and parents and keep them updated with his or her activities online.

Students also need to know the harmful side of spending a long time on the devices and online, and the bad consequences of such activities on the eyes, brain, and nerves; again, they should be balanced when using technology.

5.4 Recommendations

The lack of literature that deals with technology integration in the classroom creates the need to conduct more research that can cover this topic and enrich the literature, especially for school students will be a good step.

Another recommendation is to conduct similar case studies using different samples or data collection tools to authenticate the findings of the current study and to add to the literature as well.

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Appendix A

Teacher's Interview Questions

1- What are the grades that you teach?

2- What do you think technology in classroom means?

3- To which degree do you use technology in your classes?

4- What are the ICT applications, devices or software that you use into your classroom?

5- What are the good impacts of technology integration on ESL acquisition?

6- How can you describe ICT integration impacts on your teaching, positive or negative, with explanation?

7- What are the best ways for teachers to integrate technology?

8- If you were a decision maker, would you limit or imply technology integration?

Appendix B

Student Name (Optional): …………………………………………………….

Year 8- Section (   )

Date:

This survey is designed to year 8 students to investigate their opinions towards using technology in their English language classroom and its impact on their learning.

1- What types of technology do you use in your classrooms in general?

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2- Do you use particular ICT applications, devices or software for English classroom?

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3- What are the useful effects of ICT integration into English language classrooms?

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4- What are the bad effects of ICT integration into English language classrooms?

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5- What are your suggestions for the best use of technology to have a beneficial impact of ICT integration on your English language learning?

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Appendix C

Student Name (Optional): **Sample 1**

Year 8- Section (   )

Date:

This survey is designed to year 8 students to investigate their opinions towards using technology in their English language classroom and its impact on their learning.

1- **What types of technology do you use in your classrooms in general?**

we use iPads and mobile phones; we use application to check our attainment

2- **Do you use particular ICT applications, devices or software for English classroom?**

We use some educational platforms to benefit our English skills

3- **What are the useful effects of ICT integration into English language classrooms?**

It is more interesting, we stay away from boring teaching styles

4- **What are the bad effects of ICT integration into English language classrooms?**

5- **What are your suggestions for the best use of technology to have a beneficial impact of ICT integration on your English language learning?**

To focus on study more than anything

Appendix C

Student Name (Optional): **Sample 2**

Year 8- Section (   )

Date:

This survey is designed to year 8 students to investigate their opinions towards using technology in their English language classroom and its impact on their learning.

1- **What types of technology do you use in your classrooms in general?**

we use computers

2- **Do you use particular ICT applications, devices or software for English classroom?**

I don't know exactly

3- **What are the useful effects of ICT integration into English language classrooms?**

We like to learn and enjoy

4- **What are the bad effects of ICT integration into English language classrooms?**

I don't have an iPad so I don't like when teacher asked to bring our devices because I felt shy

5- **What are your suggestions for the best use of technology to have a beneficial impact of ICT integration on your English language learning?**

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Appendix C

Student Name (Optional): **Sample 3**

Year 8- Section (   )

Date:

This survey is designed to year 8 students to investigate their opinions towards using technology in their English language classroom and its impact on their learning.

1- What types of technology do you use in your classrooms in general?

In general, we use the smart board, we use different devices and many other things

2- Do you use particular ICT applications, devices or software for English classroom?

We use the interactive board to see the electronic version of the book and do some tasks, and we also do memory practice for vocabulary according to our abilities

3- What are the useful effects of ICT integration into English language classrooms?

we feel encouraged and excited. We have an application to check our writing which makes the mission easy.

4- What are the bad effects of ICT integration into English language classrooms?

We have many students in our class.. about 25, so we can't have chances to participate every time

5- What are your suggestions for the best use of technology to have a beneficial impact of ICT integration on your English language learning?

The school should provide all with devices so all students will be equal

Appendix D

Parents' Interview Questions

1- What do you think technology in classroom means?

2- How can you describe ICT integration impacts on teaching and learning English as a second language, positive or negative, with explanation?

3- To which degree does your child use technology for both study and in his or her leisure time?

4- What are the boundaries that may limit the ICT integration in the classroom from your own perspective?

5- If you were a decision maker, would you limit or imply technology integration?