Using ICT in EFL Classroom to Enhance Students' Reading Skill: from Teachers' Perceptions (A Case Study College of Education, University Dongola)

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Abstract:

This study aimed to investigate Using ICT in EFL Classroom to Enhance Students' Reading Skill: from Teachers' Perceptions a case study college of education, University Dongola. The study adopted descriptive method. Questionnaire was used as tool for data collection from (30) teachers. The statistical packages for social sciences (SPSS) was used to analysis the acquired data. The result of analysis revealed that: ICTs increased learners' reading skill, also the adoption and use of ICTs in education have a positive impact on learning and using ICTs techniques provide students with feedback about their reading mistakes. The researcher highly recommends that: English language teachers should encourage their students to use ICTs in developing reading skill, also modern technical ways should be used for effective teaching of the English language reading skill.

Keywords: ICTs, difficulties, opportunities and reading.

المستخلص:

هدفت هذه الدراسة الي تقصي استخدام تكنلوجيا المعلومات والاتصالات في تعزيز مهارات القراءة لدي الطلاب دارسي اللغة الانجليزية لغة اجنبية: الفرص والتحديات من وجهة نظر معلمي اللغة الانجليزية دراسة حالة طلاب كلية التربية, جامعة دنقلا. اعتمدت الدراسة المنهج الوصفي. تم استخدام الاستبيان كأداة لجمع البيانات من (30) معلما. تم استخدام الحزم الاحصائية للعلوم الاجتماعية (SPSS) لتحليل البيانات التي تم جمعها. توصلت الدراسة الي ما يلي: ذادت تكنلوجيا المعلومات والاتصالات من مهارات القراءة لدي المتعلمين, كما ان اعتماد واستخدام تكنلوجيا التعليم لهما تأثير ايجابي علي تعلم مهارات القراءة. كما ان استخدام تكنلوجيا المعلومات والاتصالات يزود الطلاب بالتغذية الراجعة حول اخطائهم في القراءة. يوصي الباحث بشدة بما يلي: يجب علي معلمي اللغة الانجليزية تشجيع طلابهم علي استخدام تكنلوجيا المعلومات والاتصالات في تنمية مهارات القراءة, كما يجب استخدام الطرق التقنية الحديثة للتدريس الفعال لمهارات اللغة الانجليزية.

الكلمات المفتاحية: تكنلوجيا الاتصال والمعلومات, الصعوبات, الفرص, القراءة.

Introduction

Information and Communications Technologies (ICT) have become the most basic building of modern industrial society in a very short time. Mastering information technology and understanding basic skills and concepts of ICT are now highly regarded by many countries. Daniels, (2002); Rampersad, (2011) asserts that ICTs has been increasing at an amazing rate in instruction among teachers. It is important to use ICT in instruction as a tool for teaching reading skill. Moreover, reading requires knowledge of grammar, vocabulary, organization of ideas there for learners expected to commit mistake in some aspects of reading process.

The Statement of the Research Problem

Reading skill in English language can be very challenging for the students. However, the use of computers and ICT programs can make the reading task much easier and enjoyable, and can help students to read accurately. The researcher has come across some errors that committed by students at University of Dongola college of education when they reading. Hanes, implementation of ICT can be solve the reading skill problems which faces EFL students.

Objective of the Study

This study attempts to:

1. Explore the impact of using ICT in enhancing EFL reading skill.

Research Questions

This study will attempt to provide answer to the following question:

1. To what extent using ICT enhancing EFL learners' reading skill?

Research Hypothesis

This study has the following hypothesis:

1. Using ICT is enhancing EFL learners' reading skill.

The Significance of the Study

Integrating technology in education in general and in reading in particular is a complex task because of the nature of reading skill. Hence, planning for ICT integration in reading skill is considered as a key element for improvement and development of learners' reading skill. This study is consider significance for teachers, students, as well as expertise and syllabus designers to get maxim use of ICT technics to improve students reading skill.

Literature Review

CT Enhancing Teaching and Learning Process

According to Yusuf, (2005) the field of education has been affected by ICT, which have undoubtedly affected teaching, learning and research. ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate college experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping college change. For many years course have been written around textbooks. Teachers have taught through lectures and presentations interspersed with learning activities designed to consolidate content. Using ICT technics are now curricula to promote competency and performance. Modern ICT are able to provide strong support for developing writing skill.

Teachers' Skills and willingness of using ICT

Skill and the willingness of teachers refer to skilled teachers who are ready to use ICTs in teaching English in general and teaching reading skill in particular. According to Osman and Ahmed (2003), to achieve a comprehensive teaching by using ICT, teachers need to be convinced of the importance and benefit of ICT use in teaching reading skill. Indeed, teachers should be given adequate training to use ICT tool effectively and efficiently.

Using ICT Teaching

The teachers have always been central to providing a structured and engaging teaching and learning environment in traditional classroom. The teachers role in ICT class have to be motivating and organizing force to the integration of students' online and class learning. According to Jones(2007) students can be learning, they can use ICT to improve their writing.

In students centered classroom, teachers' role is to help and encourage students to develop their speaking skill, the teacher and student are team working together in ICTs class.

Using ICT in learning

Usually students need time to adapted and develop in a new learning environment. Supporting students through this transition is crucial. Strake (2007)assert that "the pedagogical rational behind ICT reading learning is desire to all for high learners independences in learning reading in second or foreign language".

Implementation of ICT in the Class

Successful implementation of ICTs learning process in education mainly based on institution to facilitate a better of learning experiences and overcome any challenges and barriers of new learning environment. Garrison and Kanuka (2004), emphasize" the essential role of institution in creating the necessary policy, planning, resources and support system to enable successful implementation of ICTs learning program". The movement to a desirable ICT learning environment will not happen unless there are clear strategic, policy, principle and plan.

Definition of Reading Skill

According to Heldreth (1988) "Reading is a mental process involving the interpretation of signs perceived through the sense organs. Interpreting print a specific form of learned behavior which requires grasping meanings through associations which have been formed between oral experience and the printed sentence contractions like a phonograph record".

The types of Reading

According to Patel and Jain (2008) argues four types of reading:

Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievement, political development and aspects of contemporary community life in a country where the language is spoken. Since this reading matter will be studied in detail, it will not serve as the ideal vehicle for further practice in direct teaching. This purpose will be served by the material chosen for extensive reading.

Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book.

On occasions, the class may be divided into groups to read interrelated material. Each group may prepare some part of the project on some present a group report to the rest of the class. This type of class project gives a point and purpose to extensive reading by building reading practice into a matrix of purposeful activity. Thus, the attention of reader is directed toward the extraction of information from the text, rather than towards the reading process itself.

Aloud Reading

Reading aloud also plays an important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of the words pronunciation. If it is not cared, it will be very difficult at secondary level. Reading aloud enables learner to develop the skill of reading very well by speaking or expressing ideas, it develop the skill of pronunciation very well. Reading aloud makes reading very enjoyable while teacher uses reinforcement during reading. Language learning is a kind of imitation, when teacher says anything or read any text, the learner also tries to imitate that. So teacher should have innovative ideas so that can make this activity very effective.

Silent Reading

Silent reading is a very important skill in teaching of English. This reading should employ to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper. Silent reading makes students very active and accurate, it concentrates the attention of learners toward subject matter and he learns naturally. Silent reading can save the time because this activity is done at a time; all the students participate together in this activity at a time. It is very useful to develop the skill of reading fast, and also plays main role to increase the knowledge of students.

The Instrument of the Study

The main instrument used in this study was the questionnaire, it assisted in building a base on a complete understanding of the research problem. The questionnaire was used in this study to elicit information from English language teachers at university of Dongola, the data is limited to Using ICT in EFL Classroom to Enhance Students' Reading Skill: from Teachers' Perceptions**.** The researcher carry out reliability which it refers to whether the instrument can produce the same or very similar results if it is conducted again under the same condition. The questionnaire was calculated by a computer program Statistic Package for Social sciences Scale(SPSS).

Reliability Statistics	
Cronbach's Alpha	N of Items
-.160-	12

The value is positive, due to a positive average the statement is highly reliable.

Discussions and Results

The SPSS software was used to statistically analysis the quantitative data collected from questionnaire to reveal the findings.

Table (1) ICT improves students reading skills.

options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	33.3%	33.3%	93.3%
Agree	18	60%	60%	
Disagree	2	6.7%	6.7%	6.5%
Total	30	100%	100%	100%

Above table represents the distribution of the respondents' view about if blended learning improves students reading skills. The result revealed that (93.3%) of English Language teachers agreed, whereas (6.7%) disagreed.

Table (2) teachers has a positive attitudes towards use of ICT in teaching reading skill.

options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	18	60%	60%	90%
Agree	9	30%	30%	
Neutral	3	10%	10%	10%
Total	30	100%	100%	100%

From the table above (90%) of English language teachers agree with statement teachers has a positive attitudes towards use of ICT in teaching reading skill. whereas (10%) neutral.

Table (3) teachers are willing to use ICT in teaching reading skill.

options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	36.7%	36.6%	90%
Agree	16	53.3%	53.3%	
Disagree	3	10%	10%	10%
Total	30	100%	100%	100%

Table (3) represents the distribution of the respondents' view about the statement Students are willing to use ICT in practice reading skills. The result revealed that (90%) of English Language teachers agree with statement while only (10%) disagree with it.

Table (4) ICT help students to interact with a lot of reading activities in the classroom.

options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	36.7%	36.6%	86.6%
Agree	15	50%	50%	
Neutral	2	6.7%	6.7%	6.7%
Disagree	2	6.7%	6.7%	6.7%
Total	30	100%	100%	100%

Table (4) presented the respondent of participant about if ICT helps students to interact with a lot of writing activities in the classroom. The respondent show that (86.6%) of English Language teachers agree, while (6.7%) disagree and only (6.7%) were neutrals.
 Table (5) Using ICT in reading class have made students more interaction.

options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	33.3%	33.3%	93.3%
Agree	18	60%	60%	
Disagree	2	6.7%	6.7%	6.7%
Total	30	100%	100%	100%

Above table represents the distribution of the respondents' view about Using ICT in reading class made students more interaction. The result revealed that (93.3%) of teachers agree with item, whereas (6.7%) disagree.
 Table (6) students did not feel nervous when they use ICT in reading.

options	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	9	30%	30%	
Agree	14	46.7%	46.7%	76.7%
Neutral	3	10%	10%	10%
Disagree	4	13.3%	13.3%	13.3%
Total	30	100%	100%	100%

Statement number six point out that students did not feel nervous when they use ICT in reading. (76.7%) of teachers agree, whereas (13.3%) disagree with statement and only (10%) were neutrals.

Table (7) using ICT techniques provide students with feedback about their mistakes.

options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	18	60%	60%	100%
agree	12	40%	40%	
Total	30	100%	100%	100%

Regarding item number seven which is an inquiry whether using ICT techniques provide students with feedback about their mistakes. The result revealed that (100%) of participants agree with item.

Table (8) ICT enhances student motivation in learning reading skills.

options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	40%	40%	80%
Agree	12	40%	40%	
Disagree	3	10%	10%	20%
Strongly Disagree	3	10%	10%	
Total	30	100%	100%	100%

The eight statement, ICT enhances student motivation in learning reading skills, the respondent of participant revealed that (80%) of students agree with the item, while (20%) disagree with it.

Table (9) using ICT in reading skill reduce students pronunciation mistakes.

options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	60%	60%	93.3%
Agree	13	43.3%	43.3%	
Strongly Disagree	2	6.7%	6.7%	6.7%
Total	30	100%	100%	100%

Regarding to the item above which state using ICT in reading skill reduce students pronunciation mistakes. (60%) strongly agree with the item, (43.3%) agree with it and only (6.7%) strongly disagree.

Table (10) ICT techniques help students by decreasing grammatical mistake.

options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	40%	40%	83.3%
Agree	13	43.3%	43.3%	
Neutral	3	10%	10%	10%
Disagree	2	6.7%	6.7%	6.7%
Total	30	100%	100%	100%

ICT techniques help students by decreasing grammatical mistake. It has been founded that from table (10), (40%) strongly agree with the statement, (43.3%) agree with it, (10%) neutral and only (6.7%) disagree with item.

Table (11) ICT motivate the students to read by them self.

options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	36.7%	36.7%	93.3%
Agree	17	56.6%	56.6%	
Disagree	2	6.7%	6.7%	6.7%
Total	30	100%	100%	100%

From table (11) above, ICT motivate the students to read by them self. We can see that (36.7%) of teachers strongly agree with the item, (56.6%) agree with it and only (6.7%) disagree with the statement.

Table (12) Students were encouraged to use ICT in reading activities.

options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	5	16.7%	16.7%	36.7%
Agree	6	20%	20%	
Neutral	1	5%	5%	3.3%
Disagree	12	40%	40%	60%
Strongly Disagree	6	20%	20%	
Total	30	100%	100%	100%

From table (12) above, which state that students were encouraged to use ICT in reading activities. (16.7%) strongly agree with the item, (20%) agree with it, (3.3%)

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neutral, (40%) disagree and (20%) strongly disagree.

Testing Hypothesis

The hypothesis: Using ICT is enhancing EFL learners' reading skill. was proved by teachers respondent to the questionnaire. First statement ICT improves students reading skill in terms of motivation the majority of the sample which is about 93.3% strongly agree that the ICT class is more effective than the traditional which is less attractive and less motivated, and 6.7% from the sample size responded to the variable disagree. In the second statement teachers have a positive attitudes towards ICT the highest responses about 90%for the option agree, 10% disagree. The statement number (3, 4, 5, 6, 7, 8, 9,10 and11) all teachers were agree with highly respondent to the statements. So the hypothesis had been confirmed.

Main Findings

In the light of the results of questionnaire analysis the following result were revealed:

1- EFL students' believe that using ICT is increased learners' reading skill and competences in teaching English.

2- The findings confirm strongly that using ICT enable students to practice reading skill with a high motivation.

3- The adoption and use of ICT in education have a positive impact on learning.

4- Using ICT techniques provide students with feedback about their reading mistakes.

5- Teachers were not encouraged students to use ICT in practice reading skill.

6- Working with ICT motivate the students to read by them self.

Conclusion

Knowing about the students' needs is one critical matter for the teachers to teach reading. Most of students in ICT classroom tend to participate in reading to learn English. Some students tend to have more opportunities to participate in free reading classes, expressing their wish towards a more reading. Thus, the syllabuses should be observed based on all students' requirements and interests in reading.

Recommendations

According to the obtained results of finding, it is obvious that using ICT in teaching and learning writing skill is significant for learners. Therefore, the researcher recommends that:

1- English language teachers should encourage their students to use ICT in developing their speaking skill.

2- Modern technical ways should be followed for effective teaching of the English language reading skill.

3- Students should be encouraged to carryout activities through the use of ICT.

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