The Effects of Implementing ICT in Teaching and Learning English

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Abstract: **Technology has become an important aspect in our lives since it is used nowadays in different ways for different purposes. The development of technology has helped a lot in the teaching process. During the last two decades, the educational systems all over the world are seeking for suitable methods to apply technology in teaching and learning English to reach the goals of effective teaching. Therefore, educators have been searching for the best way to employ technology in education. The implementation of Information and Communication Technology (ICT) in language education had become a real topic of interest (Ahmed & Naser, 2015). It can be used by the learner and the instructor in the process of language learning and teaching. Using ICT in teaching can be a tool to help the instructor facilitate language learning. Therefore, the purpose of this study is to focus on the benefits of using ICT in English teaching and learning and to find out the challenges that may face the learner and the instructor of English language when using ICT in teaching and learning English.**

Keywords: **Technology – ICT (Information Communication Technology) – Teaching and Learning English.**

1. INTRODUCTION

Technology has become an integrated part in all fields of our life. It is used a lot by different people everywhere and every time. It has revolutionized the way we live, interact with each other and the way we work.

Today, the technological-integrated approaches are used widely as learning tools and as a pedagogical factor in education. They are used to facilitate the learning process and to develop the educational policies. The economic, political, business and social challenges facing the world today demand ICT media and literacy skills as the basic skills that should be required by the students (Pratama, 2015). Therefore, it is noticeable that education systems are constantly changing, with the common reason being the drive to respond to the social, political, and economical challenges that are faced by societies every day (Aguilar, 2012). The rapid development in the way we live Leeds to the need of changing the way we teach and learn. In another words, education is a dynamic phenomenon that needs to align with the current trends in society, in order to address the conflicts of multiple technologies (Tawil, 2018). In fact, technology is widely used nowadays in order to improve the education system in all levels, which means that its effective use, combined with professional learning can promote and enhance collaboration in foreign language teaching (Solano, et al, 2017).

In this computerized environment, learners and instructors are obliged to deal with technology in the term of learning or teaching. Within the current daily environment, which has become more computerized than ever before, it is clear that we need to think of this environment not only as a tool to perform tasks, but also as a tool to help increase its users' learning skills (Milad, 2017).

During the last decade, it has been generally noticeable the strong relation between people specifically teenagers and technology. People spend most of their time on the internet using different types of devices for different purposes. Today web applications are widely used by various stakeholders, including students, trainers, and academic staff and ICT staff (Alsabawy et al., 2016; Islam, 2016). Furthermore, Aparicio et al. (2017) pointed out that access to the internet now guarantees access to universal education at the lowest cost, if not for free.

Generally, the aim of using ICT in education is to facilitate the teaching and learning process. The use of technology has become significant in the teaching and learning process in and out class (Pazilah, Haslim & Yunus, 2019). Nowadays, the new generation either instructors or learners have a wide experience in using technology. They are engaged with different types of devices in all aspects of their lives; Therefore, it will be a great benefit to manipulate their interest and positive attitudes towards using technological tools in the teaching and learning process. Technology allows teachers to enhance classroom activities and language learning process (Ahmadi, 2018).

In fact, technology is widely used nowadays in order to improve the education system in all levels, which means that its effective use, combined with professional learning can promote and enhance collaboration in foreign language teaching (Solano, Cabrera, Ulehlova, Espinoza, 2017)

Teaching English by using the traditional teaching methods depended on in-class lectures and on drilling some activities by the learners. But, recently, with the new era of using technology in all the aspects of our life, many academic language institutions have started to implement ICT in the educational syllabuses. The increasing use of the internet and digital technologies by higher education students also calls for a transformation of the teaching and learning environments in higher education settings that should be facilitated by an effective combination of various modes of delivery, models of teaching and styles of learning that are achieved through effective communication (Afip, 2014). Therefore, the introduction and use of ICT is one of the priorities of the education community in the current digital society (Houcine, 2011).

The effectiveness of ICT depends mainly on the teachers' motivation and the way it is used. Instructors should choose the suitable technological tool for each method of teaching. To be considered an efficient tool, ICT requires an actual engagement of teacher and a well-defined pedagogic project (Houcine, 2011). The use of information and communication technologies (ICTs) includes using interactive boards, tablet PCs, smartphones, the Internet and computers.

Using technology platforms in teaching helps a lot in improving the teaching environment. The instructor's role will be expanded from just a teacher to an organizer, a facilitator and prompter. This transformation of the role of the teacher from just a lecturer enables the learners to actively engage in their learning and take more responsibility for their own learning while receiving support and encouragement from a facilitator (Moores, Akhurt & Powell, 2010). This will lead instructors to deal with different educational factors such as learners' individual differences, the learners' different personal characteristics and with the variety of learning styles. For instance, learners who have difficulty in establishing communication in the classroom environment find it easier to communicate in the electronic environment (Keshta & Harb, 2013).

Ahmad & Al-Khanjari, (2011) mentioned that technology platforms leave more space for learners to work individually and interact with people on an online space. This will help to develop learner's autonomy. Individual working provides skills such as management skills, research and development skills, and more so the intrinsic impetus of learning (Tawil, 2018).

According to Aborisade (2013), technological platforms engage learners in an individual presentation, and it is easy for the instructor to learn about their cognitive skills, thinking patterns, and knowledge constructivism. So, teaching English with the help on online websites will help a lot in developing the learners' skills in listening, speaking, reading and writing. This implies that learners can stimulate their cognitive abilities to create knowledge that has positive outcome in relation to what they are learning (Tawil, 2018). Technological tools can be used to support the teaching methods by providing different activities that will help in a chieving the goals of teaching. It could be an important learning model providing students with additional activities to reinforce the learnt material (Adas & Bakir, 2013). Therefore, using technology in teaching will lead to a successful learning process. Indeed, the use of technology in learning restructured education and paved the way for effective English language learning practices (Rahim 2019).

The word "Technology" has been defined by many resources. Oxford Dictionary had provided three definitions for it. One of them, which applies to this study, "Machinery and equipment developed from the application of scientific knowledge". Wikipedia has defined the word "Technology" as "The sum of techniques, skills, methods and processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigations. Regarding the aspect of teaching, Wikipedia has defined "Educational Technology" as the combined use of computer hardware, software and educational theory and practice to facilitate learning".The Association for educational

Communication and Technology (AECT) defined "Educational Technology as "The study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological process and resources". Those definitions clarify the importance of using technology in the educational environment. Therefore, the use of technology has become significant in the teaching and learning process in and out class. (Pazilah, Haslim & Yunus, 2019).

ICT (Information, Communication, and Technology) is a form of using technology. It consists of audio-visual aids in addition to digital technologies like computers and the internet which are motivating tools that can be used in the educational process (Amina & Salim, 2015). The United Nations Development Program (UNDP, 2003) has defined ICTs as: Basically information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the 'old' ICTs of radio, television and telephone, and the 'new' ICTs of computers, satellite and wireless technology and the Internet. These different tools are now able to work together, and combine to form our `networked world' a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the glob (Jayanthi & Kumar, 2016). Asabere and Enguah (2012) defined ICT as the tools, facilities, processes, and equipment that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice, text, data, graphics and video.

In a similar vein, according to Hennessy, Ruthven & Brindley (2005, p. 2), the term ICT encompasses the range of hardware (desktop and portable computers, projection technology, calculators, data logging and digital recording equipment), software applications (generic software, multimedia resources), means of telecommunication and information systems (Intranet, Internet). ICTs refer to technological tools and resources which are employed to communicate, create, disseminate and manage information (Yunus et al., 2013).

For instructors, ICT is a professional resource, a mode of classroom delivery, and a source of valid and valuable text types (Nordin et al., 2010). For learners, ICT provides opportunities to communicate more effectively and to develop literacy skills including skills in critical literacy. It is a valuable tool for researching, composition and despondence (Nordin et al., 2010). Modern ICT such as the internet, computers, laptops smartphones and others in teaching English are used widely nowadays to facilitate applying new methods and techniques in teaching that lead to the achievement of the desired goals of teaching. Through the integration of ICT in foreign language education, learners can learn by practicing and being entertained without memorization. Learners can develop their language skills (i.e., reading, listening, writing and speaking) via various software in the classroom as well as easily accessible tools and technology-based materials outside the classroom through the Internet (Gunuc & Babacan, 2017). ICT has helped to develop education from instructor - centered as in the traditional methods to learner - centered. It has shifted the instructor's role from being a source of information to being a guide to search for information. Therefore, learners will take more responsibility for their own learning and, also, it will stimulate learners' initiatives and provides more effective environments for English teaching. Moreover, it will improve the learners' ability to listen and speak and then, improve their communication competence. This will help them increase self-confidence and self-esteem. There is evidence that the use of technology with adult English language learners may facilitate their progress towards proficiency in English (Pretty, Johnson, & Shofer, 2004). Therefore, using ICT tools in learning English ensures a continuous learning process that starts from the classroom and goes on either at home or anywhere else. In the classroom, the use of ICT tools such as in smartboards, computers, projectors and tablet PCs, and the use of tools such as the internet, smart phones and PDAs outside the classroom, provide a constant engagement to learning with learners (Gunuc& Babacan,2017). By using ICT that includes using the Internet, technological devices such as computers, laptops, smartphones…etc, learners can surf through the Internet to search for the information needed. The use of those devices helps to turn dull subjects into interactive and fun activities. This will make the learning process more interesting, motivating, stimulating and meaningful for the learners. Also, using ICT in learning English helps learners to find out the information easily and to learn at their own pace. Moreover, it provides great opportunities for communications and collaboration between learners among different countries. They can interact and share what they have learnt with learners in other classrooms in other countries. This will be very motivating for them to learn the language. The effective use of ICT increases learners' motivation and thus enhances personal commitment and engagement; it improves independent learning, learners' collaboration and communication are more important; learners' attainment and outcomes are improved (Houcine, 2011).

While using ICT in teaching English, instructors can use the internet to surf through countless educational activities and materials. Therefore, instructors can use the internet to prepare their lessons and to search for topics that will help in facilitating their lessons and then choosing the suitable activities and technological tools to provide an effective learning environment. Using ICT helps instructors to find easier ways to create instructional materials. It helps them to prepare and store their own teaching materials. Also, it provides them with different topics, exercises and quizzes that will save their time an effort. Using multimedia in teaching English will help instructors to present their lessons in a more attractive and interesting way as multimedia combines sound, images, and text. The use of audio/ visual methods in teaching English helps a lot in presenting information easily and this will increase the learners' interest and motivation in studying because using multimedia in teaching English helps to bring real-life situations into the teaching process. And this will satisfy both the visual and auditory senses of the learners. The availability of images, animation, audio and video clips, help much more in presenting and practicing new language (Jayanthi & Kumar, 2016). The internet provides wide selections of educational images, videos and audios designed either for instructors and learners. The more instructors have access to computers and make use of them, the better they will learn how they can conduct more complicated tasks using technology in their language teaching practices (Ertmer,2005 & Wozney, 2006).

Using information and communication technologies (ICTs) in teaching English helps in increasing class engagement, having more productive and fun lessons, learning becomes more effective, and students become more motivated (Gunuc 2016). Integrating ICT in teaching English is crucial, because using this technology ensures continuous learning that is happening inside and outside the educational institution. This method of technology-based teaching includes using various tools such as educational videos, stimulation, storage of data, the usage of databases, mind-mapping, guided discovery, brainstorming, music, World Wide Web (www) that will achieve meaningful learning process. ICT integration in education generally means technology-based teaching and learning process that closely relates to the utilization of learning technologies in schools (Ghavifekr & Rosdy, 2015).

2. LITERETURE REVIEW

Due to the new era of ICT (Information Communication Technology) revolution and its extensive integration into education, many studies investigated the influence of technological tools and approaches in teaching and learning English.

Many studies have researched the effectx of using technology in teaching English language. Most of these studies indicate that technology and learning should go hand in hand (Camahalan & Ruley, 2014). Houcine, (2011) searched the effects of ICT on learning and teaching in a foreign language. The researcher concluded that there were great effects of using ICT in teaching and learning English; however, those effects depend on the way ICT is used and to be effective. Yunus et al, (2013) have searched the use of ICT in teaching ESL writing skills. The data was collected by interviewing teachers of English in secondary schools. The study revealed several advantages and disadvantages of using ICT in teaching writing. It was found that Using ICT in teaching writing attracts the learners' attention, facilitates learners' learning process, helps improve learners' vocabulary and promotes meaningful learning. On the other hand, the study has revealed some disadvantages of using ICT in teaching ESL writing; They include difficult class control, distraction and learners' tendency to use short forms in their writing, teachers' weakness in managing problems and planning activities involving the use of ICT in teaching writing.

Susan & Oluwatoyin, (2013) have discussed the challenges of computer technology in the teaching and learning of spoken English in Tertiary Institution in Nigera. Depending on the teachers and learners' responses, it was revealed that using technology in teaching English may face some challenges such as: the non- availability of computer equipment, poor learning environment with high number of learners, inadequate computer knowledge and skills, and maintenance of computer equipment. In his study about the effect of using computer technology on English language teachers' performance, Saeed, (2015) found that most of the English language teachers have positive attitudes towards the use of computer in teaching English. Also, the study revealed that there are some problems with using technology in the classroom such as: lack of access to computers, teachers' lack of computer knowledge and lack of computer training. In another study about teaching and learning with technology and the effectiveness of ICT integration in schools, Ghavifekr and Rosdy (2015) have applied a survey questionnaire for teachers to analyse their perceptions on the effectiveness of integrating ICT in teaching and learning. The results have revealed that ICT integration has a great effectiveness for both teachers and learners. The researchers have mentioned that the teachers' well-equipped preparation with ICT tools, the facilities and the developed training programs for teachers played a great role in enhancing students' quality learning.

Amina & Salim (2015) have focused the use of educational technology in EFL teaching and learning. The have concluded that both teachers and learners have positive attitudes towards using technology in the teaching and learning process. also, it was mentioned that using educational technology needs money to be provided in the right way. Moreover, using educational technology needs a good technological knowledge either by teachers or learners. They found that using computers in the classroom can waste the time.

Çakici, (2016) has investigated the use of ICT in teaching English as a foreign language. The researcher concluded that the implementation of educational technology and communication into EFL context promotes problem solving skills of students, gives chance learners to use higher order skills, develop critical thinking and effective information processing skills, encourages active independent, autonomous and collaborative language learning, motivates and facilitates language learning, enhances teacher training. On the contrary, the study found that the integration of ICT into language teaching practices has its own limits. ICTs should be integrated to foreign language teaching as an effective supplementary and a valuable complementary teaching tool.

In their study about the use of ICT in English language teaching and learning, Jayanthi and Kumar (2016) have concluded that the use of ICTs in language teaching has supported the richness and quality of education both on and off campus. It was mentioned how multimedia technologies such as the videodiscs, CD-ROMs, DVDs and Power Point projects can be applied in teaching different aspects of English language such as literature, writing, vocabulary development and grammar.

Gunuc and Babacan (2017) have searched the importance of ICT tools in teaching – learning process of basic English language skills. They have concluded that the process of technology integration in English teaching and learning needs to be carried out consciously and in a planned way in order to make significant contributions to the use of technology which is an essential task for teachers.

Benefits of Implementing ICT in Teaching and Learning English

There are undeniable benefits of using technology in teaching English. Many researchers have found that technology-based teaching contributes greatly to the quality of teaching. Using technology in teaching has shown a lot of positive effects in teaching English. It provides great opportunities for language usage that will help in the learning process. Regarding the learners, Information and Communication Technologies (ICTs) have given learners many opportunities to practice English in and out the classroom (Jayanthi, & Kumar, 2016). Learners can follow up with their lessons and instructors at any time outside their class. Instructors can interact with their learners at any time by using the e-mail for example, and this will ensure a continuous learning. Technology offers access to new, dynamic opportunities for interaction among students and between teachers and students (Kern, Ware, & Warschaucer, 2004).

ICTs provide many opportunities for the learners to practice English in and out the classroom. Computer, internet, smart boards, cell phones, video games, music players etc. are used in the target language learning process to raise students' motivation and language awareness (Altun, 2015). Using the technological tools will help learners to improve the level of the target language. The implementation of ICT will lead to variety in English content, contexts and pedagogical methods in teaching environment. This will lead to an interactive and flexible teaching environment.

Through the integration of technology in foreign language education, learners can learn by practicing and being entertained without memorization. Learners can develop their language skills (i.e., reading, listening, writing and speaking) via various software in the classroom as well as easily accessible tools and technology-based materials outside the classroom through the Internet (Gunuc & Babacan, 2017).

Çakici (2016) has mentioned some benefits of the implementation of educational technology and communication into EFL context. As mentioned in the study, it provides flexible and diverse set of technological tools, promotes problem solving skills of students, gives chance learners to use higher order skills, develops critical thinking and effective information processing skills, encourages active independent, autonomous and collaborative language learning, motivates and facilitates language learning, and enhances teacher training.

Instructors can benefit from the availability of online tests that examine the four types of language skills: Listening, Speaking, Reading and writing. There are several computer-assisted packages that provide different types of tests with different types of questions. Instructors will find it very easy to prepare tests and to mark them online as there are many applications that provide auto-correction feature, and this will save a lot of time and effort for the teacher. Also, most of

the learners find it easier to deal with computers in answering tests than writing on papers as computers provide some features like spelling correction and grammar correction. Another advantage of online tests is that they provide learners with immediate results of their answers.

The Effects of Implementing ICT on English Language Skills

The English language integrates four main skills: listening, speaking, reading and writing. The skills of listening and reading are considered input skills and sometimes they are called "receptive skills". While, speaking and writing are considered output skills and sometimes they are called "productive skills". In this section, the effects of implementing ICT in teaching and learning English on the four language skills will be discussed.

1. The Role of ICT in Improving the Listening Skill

The listening skill is one of the basic skills in English language learning. It is a receptive skill that involves understanding the accent, pronunciations, intonation, meaning of words and meaning of speaking (Saricoban 1999).

Multimedia technologies such as audio, video and animation are becoming commonplace and becoming a potential tool for listening (Gunuc & Babacan, 2017). So, it was proved that using ICT tools in teaching English increases learners ‟ listening skills and increase self-confidence in terms of listening.

With the use of tools such as radio, audiotapes, podcasts, tape recorders, IPODs and videos in English teaching and learning, learners can comprehend intonation and learn the pronunciation of words and experience different accents (Nomass 2013).

In his study about the impact of technology in teaching English as a second language, Diliprao (2016) has mentioned several ways to use technological tools to improve listening skills by using technology:

1) Using computers: It provides students with visual and voice inputs which can enhance their information and ideas and develop their listening skill.

2) Broadcasting: Satellite TV channels are useful for practicing with audio and video media.

3) Using C.D. players: C.D. players are used specifically to run audio CD-ROMs. Lectures and listening examinations can be saved on these CDs for listening.

4) Using tape recorders

2. The Role of ICT on Improving the Speaking skill

Speaking is the productive skill in the oral mode. It is more complicated than it seems at first and involves more than just pronouncing words. The speaking skill is considered the ultimate goal for language learners. Through different studies, it was proved that this skill can be developed by using ICT tools. In his study about teaching of communication skills using multimedia and language laboratory, Bachate (2016) has proved that language laboratories are influencing students‟ communication skills and speaking skills positively.

In their study about the effects of storytelling to facilitate EFL speaking using Web-based multimedia system, Hwang et al., (2016) found that the technique of web-based storytelling motivates the learners and encourages them to practice speaking and promotes their creativity and imagination. Sun et al., (2017) mentioned that social networking systems have developed ESL learners' speaking skills.

Diliprao (2016) has mentioned ways to use technological tools toimprove the skill of Speaking:

 1) Internet Voice chatting: Chatting is the process of voice communication between the speaker and the listener through the internet.

2) Speech synthesis programs: These programs are defined as artificial intelligence computer programs and can be a very useful tool for improving the speaking capability.

3. The Role ICT in Improving the Reading Skill

Reading is considered one of the four basic skills in learning English. It is a productive skill that has many benefits such as, mental stimulation, stress reduction, knowledge increase, vocabulary expansion, entertainment, and improvement in

one's analytical thinking skills among others (Maduabuchi, 2016). Reading can help build vocabulary that helps to achieve better listening comprehension skill at the later stages. ICT can be used to teach the reading skill. There are many ICT tools used to teach reading. For example, learners can improve their reading skills with tools such as browsing the Internet, using multimedia software, using electronic dictionaries and gloss, reading newspapers/books on the internet, and using reading-based computer programs (Nomass 2013). Reading-based computer programs, electronic glossaries and electronic dictionaries increase learners' vocabulary while the use of multimedia software provides motivation (Gunuc & Babacan,2017). Moreover, using the internet to read magazines, newspapers, encyclopaedias may contribute a lot in the development of the learners' reading skills. Websites that teach English make reading activities as enjoyable as much as possible and offer the opportunity to interact with vocabulary learning. (Gunuc & Babacan,2017).

Diliprao (2016) has mentioned ways to use technological tools to improve the skill of reading:

1) Computer Reading Based Programs: These programs can improve the word vocabulary, fluency, and comprehension of the learners.

2) Multimedia Software: They use a mixture of text, graphics sounds, videos and animation which increases the motivation for learners to develop their vocabulary and reading skills.

3) Electronic dictionaries: These dictionaries have several inbuilt functions and tools that are not provided in book dictionaries. These are easy to use and represent quick tools for vocabulary acquisition

4. The Role of ICT in Improving the Writing Skill

Writing is considered a productive skill. This skill can be very difficult for learners of English language as they must do task like generating ideas, organization and perfect use of grammar and vocabulary (Diliprao, 2016). It was proved through different studies that technology helped a lot in developing the learners' writing skills. The use of ICT tools in teaching writing skills allows learners to discover themselves and supports their independence (Blachowicz et al, 2009).

Nowadays practicing writing by using technological devices such as computers, laptops, iPads, and iPhones is a way of communicating with each other. Emails have replaced the paper letters. Many computer programs provide easy-typing process since they provide the facilities of correcting spelling, grammar and the style of writing. It can be easier and more fun to do writing work on computer programs as errors can be easily determined by software (Gunuc & Babacan, 2017). Through Wiki, for example, ESL students can do italics, make underline, change colors, change font size, and even control spelling and grammar with the help of the program (Nomass 2013). Writing could be practiced by using different technological tools such as; writing e-mails, writing through social networks and internet-text chatting. By using those tools, learners could interact with their peers through chatting which may help in developing their writing skills.

Diliprao (2016) has mentioned ways to use technological tools to improve the skill of writing:

1) Using of computers: Writing statements and paragraphs in a foreign language can be very challenging for the learners. Grammar skills can also be improved with the aid of word processing program.

2) Writing E-mails: Electronic mail is a modern way for writing and transferring messages through the internet.

Negative Aspects of Implementing ICT in Teaching and Learning English

Using ICT in teaching and learning English may have negative aspects either on learners or on the methods of teaching.

In a study about the use of ICT in teaching writing skills, Yunus et al (2013) have found that using ICT in teaching the writing skills for ESL could have some disadvantages that include the difficult class control, distraction and the learners' tendency to use short forms in their writing. It was also revealed that teachers are generally weak in managing problems and planning activities involving the use of ICT in the teaching of ESL writing. Therefore, using ICT tools may distract learners' attention in the classroom and provide a tendency for the learners to use short forms and informal abbreviations in their writing tasks (Yunus et al, 2013).

The internet provides a variety of websites and applications for playing games and puzzles that may distract the learners' attention this may lead to make the learners negatively involved during the class time and makes the class control difficult for the teachers (Yunus et al, 2013). Many studies have approved that using ICT in teaching and learning English may

waste the learners' time. The learner may be distracted by other entertaining apps instead of using the laptop or the smart phone in the learning activities.

As for instructors, using ICT in teaching may waste the instructors' time since each instructor needs to prepare material that suit the use of technology in the class. Abunowara (2016) mentioned some disadvantages of using technology in the EFL classroom. He pointed out that using technology takes time and involves making a big effort to look for authentic materials since instructors need to spend time learning constantly, changing software programs and trying to find effective ways of using new technology. In addition, instructors need to look for the best way to merge the new syllabus and the tools with the already used syllabus. This method takes a lot of time and effort from the instructors. Çakici (2016) has mentioned some issues that may face the implementation of ICT language classroom; The problems in classroom management, the lack of experienced teachers, choosing the best technological tool matching with course content, finding reliable and acceptable activities for learners' learning styles, the costs of new technological tools, and devices, insufficient physical capacity of classrooms etc. Teachers may have difficulty in relation to the integration and implementation of technological tools into course syllabus and curriculum (Çakici, 2016).

Generally, the implementation of ICT in teaching and learning English needs some training either for learners or instructors since this implementation require dealing with technological tools. Technology can lead to motivation and attention as well as loss of time, classroom control, disruption of communication and distraction, especially when effective technology integration is not done by the teacher (Wilson and Whitlock 1998; Yunus et al. 2013). ICT is not suitable for all learners in all situations and for all purposes and may require some considerable learner training for effective use (Livingstone, 2012).

3. RECOMMENDATIONS

The implementation of ICT in teaching and learning English is a very useful method that may have great effects on the learning process. Therefore, to get the ultimate benefit of this implementation, educational institutions should prepare special courses for teachers and students about how to use the technological tools effectively in teaching and learning. The use of technology requires continuous training in accordance with the technical development (Amina & Salim, 2015). Also, the technological tools that could be used as learning tools should be part of the learning activities. Therefore, instructors need sufficient ICT skills to implement the technology and to have high confident level to use it in a classroom setting (Ghavifekr & Rosdy, 2015). Also, instructors should provide their learners with interactive activities that suit their needs and encourage them to use technology in developing the language skills.

As a result, acquiring technological skills becomes one of the basic requirements in institutions around the world today. Educators and learners need to coop with this revolution by developing their skills in using technology.

Educational institutions should focus more on developing language skills of the educators and learners as well to reach high standards of educational levels. Education in the 21st century challenges learners to develop different academic skills that may influence the improvement of their learning processes to become independent learners (Milad, 2017).

4. CONCLUSION

This study underscores the benefits and the challenges of implementing ICT in teaching and learning English. It was found that using ICT in teaching has great educational benefits over the obstacles. Using ICT will lead to positive outcomes especially when following up an elaborated plan on how to set up using technology in teaching.

The implementation of educational technology and communication into teaching and learning English has proved that it promotes problem solving skills of learners, gives chance learners to use higher order skills and develops critical thinking. Instructors should know the socio-cultural structures of the students in the class, their qualifications, economic levels, technology ownership, which technology tools they prefer to use and their perceptions, attitudes and beliefs about technology (Gunuc & Babacan, 2017). Computer, internet, smart boards, cell phones, video games, music players should be used in the learning process to achieve the general aims of the teaching process. As a sequence, the development in the use of ICT, like language lab, videos, satellite broadcast, videoconferencing and web seminars have supported the richness and quality of education both on and off campus (Jayanthi & Kumar, 2016).

Therefore, as Lai and Kritsonis (2006) mentioned that it is necessary for both teachers and learners to have at least basic technological knowledge before using it in order to assist language teaching and learning. So, educational managements

should prepare training courses for both instructors and learners to develop their competencies in using technology since using technological devices by the learners to learn English would help prepare them for the digital future.

In conclusion, the process of ICT integration needs to be planned effectively to ensure the achievement of high standard and developed process of teaching and learning English.

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