The Importance of Using Information Communication Technology for Learning and Teaching the English Language in Kurdistan of Iraq

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THE IMPORTANCE OF USING INFORMATION COMMUNICATION TECHNOLOGY FOR LEARNING AND TEACHING THE ENGLISH LANGUAGE IN KURDISTAN OF IRAQ

BY

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*The Importance of Using Information Communication Technology for Learning and Teaching the English Language in Kurdistan of Iraq*

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THE IMPORTANCE OF USING INFORMATION COMMUNICATION TECHNOLOGY FOR LEARNING AND TEACHING THE ENGLISH LANGUAGE IN KURDISTAN OF IRAQ

Abstract

Kurdistan as a region in north of Iraq has undergone significant changes regarding its educational system, and using ICTs (information communication technologies) for teaching and learning English has been given a great role in the system. There are many researchers who wrote about the benefits and the challenges of using ICTs. As the term ICT includes many kinds of devices and applications, students and teachers in Kurdistan are using various types of ICTs inside or outside of the schools. Students and teachers use ICTs for teaching and learning the skills of the English language such as reading, writing, speaking, and listening. Although it is new for Kurdistan to imbed ICTs on a broad scale, there are also challenges and side effects. In that respect, this study tries demonstrating the importance of using ICTs, benefits, challenges, and negative sides in Kurdistan in the perspective of both teachers and students. The results of the study show that teachers and students in Kurdistan find ICTs very beneficial for improving their English language proficiency.
CHAPTER 1: Introduction

Embedding ICTs (information and communication technologies) in education has become a hot topic for educators around the world. There are many people who for example, consider the significance of technology in education as a need. Concerning using ICTs, many researchers such as Watson (2001) (P. 251) talk about the experiences of using ICT and the reasons why ICTs should be in education in the UK (United Kingdom). He states that “IT (information technology) is not only perceived as a catalyst for change, but also change in teaching style, change in learning approaches, and change in access to information.” According to what he says Kurdistan is in need of such ICT usage because Kurdistan has started to implement almost all the changes that he talks about; for example, changes in the curriculum of the English language from K to 12 to integrate ICTs in 2001. After that, teachers’ perspectives have changed. They followed a traditional method before that change, but now they are following more communicative and interactive approaches of teaching. Livingstone (2012) shows that kids are more attracted to technologies that encourage their learning. For that reason, using technology in Kurdistan can change the attitudes of the learners and then teachers regarding learning and teaching. When the learners are attracted to the lesson, they may find the lesson enjoyable. As a result, Kurdish learners might embrace it as a replacement of the former traditional way of learning. However, there are some teachers who may still reject it because of the inconveniences such as lacking skills, training courses, and access to ICTs that are happening in Kurdistan, but that might not hinder the development of using ICTs.
1.1 Background of the Progresses and Using Technology in Kurdistan of Iraq in Education

For doing a study like this it would be better to have a view of the current system of education in Kurdistan region of Iraq according to the stages of studying from kindergarten to college. It starts with a 2 year pre-school education for 4-5 year old children (not compulsory), then primary school which is 6 years compulsory primary education for 6-11 year old children. After that is a 3 year stage of middle school for 12-15 year old children, and the next 3 years are high school for 15 to 18 year old teenagers. Then, college and higher education starts (Party, 2017).

In addition to the stages of education, Akrawi (2011) talks about the way that teachers teach in Kurdistan. She states that the traditional method of teaching style in Kurdistan is an autocratic or a teacher-centered (authoritative) way of teaching. Then, she compares Kurdistan to Northern Europe (the Netherlands, Denmark, Sweden, and Finland) where they have student-centered learning (SCL). She cites Li (2007) that for having an SCL environment there should be interaction and communication. As a result, the communication becomes even more effective when it is integrated with ICT. Applying such change in education draws attention toward the communicative approach which will be discussed in the next section.

Another part of the educational background of Kurdistan is that the Ministry of Education from the Kurdistan Regional Government has undergone a big growth of education in the late 1990s and afterwards. They tried to make changes in the curriculum. The goal was to change it for a better one that was more intense and updated, to develop the system to fit with the modern systems of education. As a result, in 2001-2003 a great change in education occurred in the curriculum. During that change and afterwards many technological trends happened throughout the country. For example in 2007 UNESCO tried accelerating E-learning in Iraq, and a part of it
was for the Iraqi Kurdish people in the Kurdistan region as cited on UNESCO Office for Iraq’s website (2017).

Another attempt was from Salahaddin University Erbil (SUE) that on their website Mahdy and Murad (2017) claim that to start E-learning and using ICTs for professors and students. The university has a staff of E-learning and it was through The AVICENNA Virtual Campus project which is dedicated to accelerating the adoption and best use of ICT assisted Open Distance Learning (ODL). In spite of those attempts, Kakbra and Sidqi (2013) through a questionnaire survey in Kurdistan demonstrated that teachers and students have a positive view towards the use of ICT and e-learning methods in higher education systems although only a limited proportion uses these techniques effectively.

Despite previous attempts of integrating ICTs in education in Kurdistan of Iraq, attempts are continuous. For that reason, this study finds it beneficial and necessary to talk about the benefits and challenges of using ICTs in Kurdistan of Iraq in order to make it easier for the teachers, students, researchers, and educational authorities to have a better view of the current situation of using ICTs in Education in Kurdistan. It tries to shed light on the case of using ICTs in Kurdistan, and how it is effective for learning and teaching.

The next section is about the rationale of the study in the perspective of previous research and the purpose of a quantitative case study format in an applied linguistics context.
1.2 Rationale

Currently, having many different technological resources supports a better improvement in learning and teaching English as a second language for the ESL learners around the world. Additionally, continuous professional development in the area of technology has an impact on teachers and learners in different ways. For that reason, teaching and learning methods are continuously changing as well, for instance, teaching a second language like English to L2 students needs to change from the traditional ways of teaching and learning to a modern student centered way of teaching and learning. Kurdistan of Iraq has started this change, and has tried to catch up with the current flow of technological globalization in education. The Ministry of Education changed the curriculum and assigned technology as a teaching aid for learning. However, the curriculum has changed but still there are some issues that need to be considered. These issues are: lack of skills using ICTs by teachers and students and training courses, lacking technological devices, lacking resources such as electricity and networks; can hinder the success of learning and teaching English in Kurdistan of Iraq. For that matter, Graves (2000) suggests that for assigning any curriculum, there should be a needs assessment to designate the challenges and issues, or what is necessary to be done integrating technology into education. As a result, integrating technology in education in Kurdistan of Iraq requires a needs assessment to assign the challenges and then overcome them. For that reason, these surveys in this study act like a needs assessment and focus on some of the needs that have to be identified and solved by the educational authorities in Kurdistan or those who are concerned with this kind of topic.

As a matter of fact, schools in Kurdistan of Iraq pervasively practice teaching and learning English at all levels of education. In that respect, having a technology-savvy
environment in the schools will facilitate learning and teaching English in Kurdistan. It could provide a collaborative and communicative environment for improving different skills (reading, writing, speaking and listening) of learning English as a second language. It also provides the chance for the students to be independent. It is undeniable that using ICTs or technology enriches the learning factors of the students, and the teaching factors of the teachers. Presently, there are different ways to improve the English language such as using computers, cellphones, and social media networks. For example, there are programs that can translate to the English language simultaneously at the speaker’s request. Additionally, companies in the educational field have developed engaging memory games and other formats that could catch the second language learner’s attention and interest. As a result, programs are now very advanced and more dynamic than twenty years ago. Technology’s capacity to reach a broader audience is undeniable. The possibilities are endless, from recording activities to watching foreign language videos and movies, video chat, and texting. Above all, the government can increase the provision of ICTs to the schools so that students and teachers will be able to have access to them. In addition to that, the pedagogical use of computer programs or any other devices to teach and learn English as a second language depends on the second language teacher and how the teacher has implemented the use of these programs and resources.

The surveys in this study assess and clarify the current problems and issues in Kurdistan of Iraq in the students’ and teachers’ perspectives. They have the role of a needs assessment for the present situation of using ICTs for learning and teaching English in Kurdistan. Each of the surveys assigns some problems that teachers, students, and those who are in authority (government) should consider. Simultaneously, the surveys show the benefits and the positive side of using ICTs in Education in Kurdistan.
At the end of this project, teachers and students will have information about the benefits, challenges and the negative sides of using ICTs in Kurdistan. Such new information will be provided to the ESL teachers to be used by them to teach English as an L2 and to give the students a source to practice their L2. However, students and teachers have their own involvement with using technology. As a result, they can cope with it and use it for improving their English language proficiency in different levels.

1.3 Statement of the problem

As the English language is an international and lingua franca around the world, it has been studied in Kurdistan as a subject in the schools. The English Language is being mixed with almost every single tool that people use in their daily lives. Technology is one of the areas that is English language dominated and has a very effective influence in learning and teaching English especially in the countries that English is their second language. Nowadays, Kurdistan of Iraq is one of the regions that the English language and technology are used to a high extend and have a great impact on teaching and learning in the schools. People generally use technology or the ICTs for learning English in their daily lives and in the schools. In every school there are at least some technological tools, but they are not enough to provide for the needs of learning and teaching. In Kurdistan students and teachers have challenges and difficulties in using ICTs for different reasons. These might relate to the educational environment, shortage of skills and proficiency, economical, technical, social, and others. For example, the problem of having access to technology can be economic since it is hard to have access to technology or at least computers in schools because they may not be able to afford it. Moreover, sometimes teachers provide
technological tools on their own which costs them money. Another challenge can be related to teachers’ and students’ skills. There are not enough training courses for teachers or students to use technological devices. Then, they have anxiety when they use it. They have not gotten enough familiarity with it, especially those schools that are far away from the cities such as in the villages. Sometimes, problems such as shortage of electricity in the villages or even in some schools in the cities hinder the usage of ICTs for students and teachers. If there is no power, then having ICT devices will not accomplish anything. Another challenge can be in the educational environment in which the culture or the administration of the school does not pave the way for using it. Another challenge can be social. Families do not let their kids use some technological tools because they think it distracts them and wastes their time. In addition to that, lack of awareness of the benefits of using technology is another problem in Kurdistan. Some teachers or even students are anxious to cope with the integration of technology into education. If teachers realize the importance of ICT or technology integration into education, then they will see the benefits for their students by themselves.

Sometimes government plays a significant role in familiarizing such phenomenon to the students and the teachers. If they provide enough technology and equally distribute it to the schools that can fill the gap, but unfortunately, there is not enough provision of technological devices for the schools. Government needs to do more to provide for the schools. If the government or concerned authorities provide ICTs in the schools and offer training courses for the teachers and students, then there will be big changes in the level of teachers’ and students’ performance for learning the English language. Also teachers’ and students’ anxiety would vanish, if there is enough awareness and familiarity with using technology. Students will be more
attracted to learning the skills of the English language. They will have more opportunities to test and exposure to their second language.

This study tries to assign these problems through two surveys on Google forms. The participants are students and teachers in Kurdistan. Their response will show the impact of each problem in the process of education in Kurdistan. As a result, the data will be analyzed and compared to other research so as to provide a solution. After demonstrating the issues of using ICTs in Kurdistan, students, teachers and stakeholders in education in Kurdistan will be aware of what they have to do to solve the problems. This study can be like a guide and a needs analysis for improving using ICTs for learning and teaching in Kurdistan of Iraq.

1.4 Research Questions

The English language has been studied in the schools in Kurdistan of Iraq as a language subject. Sometimes, students have a hard time learning it especially with the authoritative style of teaching and learning. The Ministry of Education in Kurdistan of Iraq decides to change the way English language should be taught and learned in the schools which leans toward a more communicative and interactive approach. For accomplishing so, there are many ways to practice, but using ICTs is one of the tools that is addressed. As a result, this study finds it necessary to realize the importance of using ICTs for learning and teaching English in Kurdistan of Iraq for the learners and the teachers as well. This question might be a little general; still some sub-questions are related to it such as the following questions:

- What are the benefits of using technology or ICTs?
- How are teachers or students influenced by using technology in Kurdistan of Iraq?
• Do students or teachers want to use ICTs for learning or teaching the English language?
• What are the challenges of using ICTs in the schools in Kurdistan of Iraq?
• Which skill of learning the English language is improved by using technology the most?
• Does online teaching or learning or social media networks have any impact on the students’ or teachers’ attitude towards using ICTs?
• Does government or school administration support using technology in schools?
• Is there a difference between public schools and private schools relating to the usage of technology?
• What are the negative sides of using ICTs?
CHAPTER 2: Literature Review

The purpose of this chapter is to gather previous data from the research that has been done in using ICTs for learning and teaching the English language. The first section starts with the definition of ICTs.

2.1 Definitions of ICT

There are some definitions of ICT in educational environments for learning and teaching. Njoku (2015) cites UNESCO (2002) defines ICT as “forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means.” (p. 123). Christenson (2010) defines ICT as “technologies that provide access to information through telecommunications. It is similar to information technology (IT) which includes the Internet, wireless networks, cell phones, and other communication mediums”. This can be a general definition of ICT with the focus on communicational aspects which is an integral base for learning and teaching. According to the definitions of ICTs, educational environments or institutions can benefit from using ICTs. Since it provides students and teachers the ability to build an interactive and communicative environment through using ICT in schools, this study tries to show how those features of ICT can be used for the improvement of teaching and learning the English language in Kurdistan of Iraq.

2.2 Kinds of ICTs for Teaching and Learning

There are many kinds of ICT devices under different names. They might be used for different purposes of teaching and learning. Anderson (2010) shows an interesting figure of
almost all the devices that are classified under the name of ICTs, as in Figure 1. Njọkụ (2015) classifies different kinds of ICT that are usable for teaching and learning such as radio, television, videotape, audiotape, tape recorder, compact disc (CD), digital versatile disc (DVD), flash drive, telephone (both fixed line and mobile), satellite systems and computer hardware, software and networks. Teachers and students got used to them because they might have used in their daily lives. These devices can play video, audio, and image files to improve the learner’s English language reading, writing, speaking, and listening in the schools of Kurdistan. Levy (2009) claims that computers and any electronic devices that are used for teaching such as multimedia, smartphones, tablets count as ICTs. The devices that he mentions can be used in various ways to motivate learning and teaching for teachers and students. The students might use applications such as Facebook which is commonly used among the students and teachers in Kurdistan. In addition to that, Istifci, Lomidade, and Demiray (2011) supports that idea by saying that social media applications such as Facebook and Wikipedia are useful tools as ICTs for learning and teaching. Both applications that these researchers talk about play a good role in encouraging people to be connected.

Figure 1: ICT Devices from UNESCO (2010)
2.3 Approaches Relate to the Study

According to the change of the system that happened after 2003, it is worth mentioning that previously what approaches were followed in Kurdistan for teaching and learning the English language. The approach was a traditional authoritative one where the teacher is the one who has ultimate power to manage knowledge in the students’ minds and teach the students at the same time. Kassim and Ali (2007 P.17) explain that “The teacher is holding the power to knowledge, the power to deliver the knowledge, and the power to control the learning and teaching environment.” This means that students’ interaction and individual capabilities are restricted and limited by the teacher. The teacher is the main knowledge giver. This kind of method was practiced in Kurdistan of Iraq and there might still be the remains of it but changing a system of education or teaching and learning needs time. After 2003 the beginning of a change in the curriculum was started in Kurdistan of Iraq that was going toward modern approaches like the communicative approach. It focuses more on communication and interaction between the students and the teachers. In addition to that, Mhamad and Shareef (2014) explain that a student-focused approach is much more effective, because students learn to rely on themselves and evolve with supervision and guidance from academics. This means that there are people in Kurdistan who care for the student-centered approach and they are aware it is beneficial for the education in Kurdistan.

Graham and Parry (2007) explain that the Communicative Language Teaching (CLT) approach is learner-centered and emphasizes the use of language for communication in real-life situations. Those tasks that are presented according to this approach are set around the real-world tasks that a learner needs to do in the target language, rather than around grammatical features. The role of the instructor in CLT is different from that of traditional teaching methods. In the
traditional classroom, the teacher is the focus and is solely responsible for the content of the course and the motivation of the learners, while in CLT, the teacher is a facilitator, allowing learners to share responsibility, set goals, and take charge of their own learning. Communication is highly valued in CLT, however grammar is used as a tool for communication not as a main point. Basically, it emphasizes using language appropriately in a range of social situations. Thus, learners must be put in authentic contexts and situations, and teachers should cooperate with them to create opportunities for the students to practice the language in the classroom. Following these points that CLT requires can motivate the Kurdish students and teachers while they are learning and teaching English in Kurdistan. The communicative approach basically depends on Constructivism Theory and a Constructivist Approach.

According to (“ETEC510,” 2016) that states Constructivism as a theory that supports the idea learners make meaning of their learning based on interaction between their experiences and their reflexes. This theory was developed by Jean Piaget. According to this theory learners depend on their realistic interactions as experiences in their lives. It is more a student-centered approach. There are many tools to be assigned for language teaching, but technology has proven to be an effective tool with which to teach and learn languages using some CLT principles. Generally, students witness that technology paves the way for being motivated, improving their self-concept, experiencing more student-centered learning, as well as being a more active and engaged student. It is the teacher’s job to look for authentic activities for the students.

The educational reform in Kurdistan follows the constructivist approach which depends on communication and interaction. Technology can be used to provide a better communicative and interactive approach through ICTs (Akrawi (2011). However, those changes are still in the beginning and need more time to be fully accomplished; there might be some teachers who are
still in favor of the former method (traditional method). As a result, education in Kurdistan needs to focus on using technology to come out of the stagnated traditional way of teaching and learning. Education in Kurdistan tries to cope with the more student-centered method than a more authoritarian method. Under the light of such an approach this study shows one of the benefits and important usage of technology for enhancing learning and teaching English as a second language in Kurdistan of Iraq with a more student-centered perspective.

### 2.4 Learning and Teaching Preferences

Methods of teaching have gone through big changes. In the 1980s – 1990s before technology became so common, there were traditional ways of teaching or learning. The traditional way was totally different from the modern ways of teaching (Communicative approaches) in the present time. Some places, like underdeveloped countries, teachers still follow the traditional ways of teaching (authoritarian ways of teaching), but in other developed countries such as the United States of America or most of the countries in Europe, they practice modern methods of teaching which is more interactive and communicative. Additionally, some people prefer to blend both the traditional and the modern methods of teaching. For instance, Gyamfi and Gyaase (2015) and Chapelle (2010) mention that mixing both traditional and modern ways of teaching as they call it (blended learning) is good, especially in teaching second language. ICTs offer various resources and strategies for improving learning languages.

In addition to that, Mirriahi, et al (2015) talk about blended learning in the University of New South Wales, Australia (UNSW Australia). They emphasize enhanced international pressure to mainstream online learning methodologies alongside the growing demand for
learner-centered online learning opportunities and the quick growth of Massive Open Online Courses (MOOCs). Consequently, what UNSW did by mixing ICTs in their education is more proof that technology has a significant role in facilitating education especially through online and distance learning courses. Livingstone (2012) states that using technology can link traditional sources of knowledge and information together such as books, writings, telephone, television, photography, databases, and games. All these methods or ways of teaching can enrich teachers’ and student’s strategies for the better. Kurdistan might take benefit from such different techniques and ways of teaching to help students learn English better. The next part of the literature review is about the benefits of using ICTs.

2.5 Benefits of ICTs in Education the Learners’ Learning Context

Using ICTs has different benefits in different ways for those learners who are ESL/EFL learners. Sometimes, students can use ICTs to enhance the skills that are necessary for learning a language. There can be various skills that a second language learner needs to improve, such as grammar, vocabulary and the four interrelated skills of reading, writing, speaking, and listening. All of them can perform a significant role in the English language learning. This study tries to focus on some of the benefits of using technology and ICTs which enhance those skills for ESL/EFL learners in Kurdistan. There are many researchers who talk about the benefits of ICTs in different ways in the learner’s learning context, for that reason the following section of the literature will be about those skills. The first one is about using ICTs for developing the four skills of the English language.
2.5.1 Developing L2 Learning Skills

This study tries to show the importance of using ICTs in Kurdistan with the focus on teaching and learning the English language as a foreign language. Learning a foreign language involves some skill areas that learners should consider. Teachers also have to have specific strategies for teaching such skills: reading, writing, speaking, and listening. Chai, Koh and Tsai (2010) suggest that ICTs increase students’ new understanding in their areas of learning. Stockwell (2007) claims that CALL (Computer Assisted Language Learning) technology and its uses are popular for second language teaching; some technologies can be used with more than one language skill.

Lin (2010) mentions that learning L2 verbs, nouns, and adjectives among students with diverse levels of proficiency is influenced by using video based CALL. For instance, the results by Chapelle (2010) show that students’ responses for language learning potentials, meaning focus, learner fit, authenticity, impact, and practicality indicated using CALL is appropriate for language learning. In addition to that, the students used their textbooks appropriately, LEI (Longman English Interactive) in listening, vocabulary, speaking, grammar, pronunciation, and reading. This can be taken into consideration that using technology supports improvement of the skills of learning the English language in Kurdistan as well, because English is studied as a foreign language. Each of the reading, writing, speaking, and listening skills will be explained according to what those researchers say about using ICTs for improving the English language skills. The first skill is speaking.
2.5.1.1 Speaking

Speaking is a skill that many L2 learners will be exposed at the very beginning of their English language learning, there might be many means to develop it. As a current topic most researchers claim that using technology or ICT tools can be depended on for improving the English language skills. For instance, Parvin and Salam (2015) were curious to find out the changes that occurred in schools resulting from the use of supplementary audiovisual material of English. For example, in one activity, the emphasis was placed on the presentation of English sound, stress, and intonation patterns through simple conversations. Listening and speaking were also given priority by introducing interactive tasks, such as group or pair work and chain drills. According to the results that Parvin and Salam found, a very high percentage of the students (91%) said the e-content facilitated their speaking and listening.

In addition to that, Hoopingarner (2009) suggests that learner’s pronunciation can be influenced by interacting with technological tools, such as computer software or applications that are designed for voice recognition. Hashemi and Aziznezhad (2011) show the significance of Oovoo and Skype that enable learners to interact or chat to form a virtual class. Both Oovoo and Skype are video chat applications that at a time several people can video chat. These tools provide authentic learning experiences to internalize language. As a result, students can communicate and build a network of interaction between themselves. That network can be used to practice their English speaking language skills because it is more authentic and students can learn from each other while communicating and they can be fluent in speaking.

Kirkgoz (2011) tries to investigate the improvement of speaking through using video recording. The study consists of three hours of task based classroom instruction. It is
complemented with one hour of additional class time, which is devoted to viewing and evaluating students’ video recorded speaking tasks that are assigned as homework. The results show that the students made significant improvement in their oral communication skills, and their attitude was positive in their perceptions of integrating technology in the lesson. In addition to that, Kirkgoz indicates that the use of a video camera, as a technological tool, has a positive impact on learners’ viewing and critically evaluating their speaking tasks. This is due to using technology to record student’s speaking L2, which provided a meaningful way of technology use. It permits students to listen and make correction to improve their pronunciation where it was needed.

Waddel (2011) explains that speaking skills can be improved by using digital video. For example, students can make short videos and then play them on their computer which is fun and helpful for their speaking skills. They can notice their mistakes and learn from them, they also can share it with their peers to learn from each other. Gromik (2012) supports that idea and he points out using mobile phones for language learning which is called MALL (Mobile Assisted Language Learning). He mentions that students in Japan who created short 30 second videos by recording themselves which increased their words of the monologues they make. This motivates students to enhance their speaking skills by increasing the amount of words they speak in a more fun and enjoying way. All these techniques and strategies can be beneficial for students in Kurdistan. Teachers can practice any of the usages of ICT parallel to the CLT styles. The MALL can be encouraged easier because many of the students in Kurdistan have their own mobile phone which might help their English language learning as an ICT tool. The next skill that ICTs can share in improving is reading which has a direct relation with speaking since both involve pronunciation and intonation.
2.5.1.2 Reading

Reading is one of the skills that foreign language learners need to improve while they are learning English because it helps them to improve other skills such as speaking, writing, and vocabulary. Becker (2000) talks about Talking Books which are recorded readings of books. These Talking Books stimulate learners to enhance reading skills because of the pronunciation, the sound or animation as well. Then, learners can benefit from them for improving the pronunciation and the intonation of the reading texts. Fu (2013) mentions e-books which are commonly used in reading aloud activities. Then he adds that students can access all types of texts from beginning to advanced levels with ease through computers, laptops, personal digital assistants (PDAs), or iPads. Sometimes, these e-books may come with some reading applications, which offer a reading-aloud interface, relevant vocabulary-building activities, games related to reading skills and vocabulary acquisition.

Young (2008) mentions that it is not necessary for students to read well while they are using Talking Books. This is because the text is highlighted from left to right while a narrator reads expressively. The animations assist understanding, and as a result, using Talking Books facilitate reading and comprehension for students. This technique can be really useful for the learners in Kurdistan of Iraq because there are many students who cannot read well in their L2, but having such an aid will enhance their reading skills such as pronunciation, intonation, and comprehension.

Dreyer and Nel (2003) talk about a technology enhanced feature, namely Varsite which is a Learning Content Management System (LCMS) “An LCMS is a multi-user environment where lecturers can create, store, reuse, manage, and deliver digital learning content from a
central object repository.” (P. 352). Dreyer and Nel claim that technology-enhanced environment multiplies the effect of improvement of reading strategies and comprehension. Students have small groups to talk about the tasks they do as a group. Additionally, some of the sites included video and audio clips such as interviewing, and negotiation skills. Tasks and activities are guided by the teacher, but students also can take part when they get confident. The results showed that using a technologically-enhanced environment such as Varsite facilitates the development of students’ reading comprehension and reading strategy through the reading tasks and the materials that were available on Varsite.

Using the technique of Talking Books and having a technology-based feature like Varsite might increase reading skills such as pronouncing words, familiarization with English words, and intonation of the words and long expressions for Kurdish learners in Kurdistan of Iraq. As reading is related to writing, then they can affect each other. The next part is about using ICTs for enhancing writing.

2.5.1.3 Writing

Foreign or second language learners sometimes find it challenging to improve their English writing skills. This might be due to some reasons, such as different styles of writing in the English language, or some other areas of language like grammar, vocabulary, and spelling. It is different from other skill areas, for example, speaking, in which someone can benefit from explaining something through gestures or visual appearances. Writing does not work this way.

Levy (2009) claims that using technology for writing can offer features that help improving L2 writing skills, such as automatic detection of grammatical errors and spell check
among other auto-corrections when writing in L2. Word processing software prompts students to make corrections when they are writing. When students write blogs, emails, journals and review each other’s work to give feedback, they develop their writing skills.

Vurdien (2013) explains the effectiveness of a blog as a computer-mediated tool. The tasks focused on specific writing tasks (letter writing, report, proposal, and article). Results showed that personal blogs can encourage and motivate learners to build their writing skills through self-reflection and peer feedback. Miyazoe and Anderson (2010) talk about using Forums, Blogs, and Wikis in English as a foreign language (EFL) environment. The classes were designed with blended learning course of weekly face-to-face instruction and out-of-class online writing activities. The role of the teacher was just a guide. Forums were used for topical discussions (with each topic selected by the students from the textbook unit studied in the meeting sessions) among the class as a whole. Blogs were used for an optional free writing activity, while Wikis were set up in order to conduct a collaborative translation from English to Japanese, with passages taken from the course textbook’s ‘‘mini-reading’’ section. Students wrote in English for Forums and Blogs; but on the Wikis, they translated from English into Japanese. The results of the study show that the positive aspects of the three different online writing tools in an EFL context suggest a positive effect on students’ language learning progress in writing.

In spite of many different advantages of ICTs as mentioned before, the effectiveness of ICTs in the teaching of writing to learners in primary and middle school is not welcomed by some people. For example Andrews et al (2007) suggests that there is still more research to show the benefits of the use of ICTs in supporting written composition skills. What Andrews and his
companions indicate about the benefits of ICTs for writing can be correct, but that does not minimize the role of ICTs. It can be a push to dig deep and find more about it in the future.

Since Kurdistan is also counted as a foreign language environment for the English language, school administrations in Kurdistan of Iraq can take advantage of such writing tools as word processors, Blogs, Forums, and Wikis as mentioned by researchers. Educational authorities could provide English teachers and the learners in the schools to improve their English language writing skills with other skills simultaneously. As a result, Kurdistan region in Iraq can be a good example for research to prove that ICTs are assisting target language skills, especially writing. The next part will be about using ICTs to improve another important skill, which listening in the English language. There might be challenges and difficulties in listening skills for Kurdish ESL/EFL learners when they are learning English. In that respect ICT is assumed to be helpful for the learner’s improvement in listening.

2.5.1.4 Listening

Listening is an important skill that ESL/EFL learners need to improve to learn their English language proficiency. Currently, advanced technology offered more chances for promoting listening skills by providing various tools and applications. ESL/EFL learners and teachers can have access to many of them such as audio recordings, audiovisual applications or any other voice/sound recognizers that help to improve listening. In the schools of Kurdistan of Iraq, listening is considered to be such an important skill that in every school one can find at least an audio player for students to listen to English.
There are many researchers who found improvements in L2 listening via technology. For instance, Sato, Matsunuma, and Suzuki (2013) state that second language learner’s vocabulary recall increases by listening to CALL (Computer Assisted Language Learning) software. In this respect, Nachoua (2012) explains what effect CALL teaching had on the development of the process of language learning and acquisition. He indicates that listening is complicated for the teachers to teach, but using CALL is a motivating method and computers are worthwhile tools to be used in second/foreign language classes to develop students' listening skill. Although there might be shortage of computers and skills from the Kurdish ESL/EFL learners in Kurdistan, CALL can be a tool for improving their listening skills in Kurdistan as well, depending on providing the setting by the Ministry of Education.

Levy (2009) suggests that computer program features offer flexibility for the learners when they use them. There are features such as replay, stop, and slow down the audio/video as the student learns intonation and pronunciation of the target language. These features can be very beneficial for ESL/EFL learners especially in Kurdistan since it helps them to catch the correct pronunciation and intonations that they hear from the audios or videos. Drigas and Charami (2014) support the idea of using many sources of multimedia tools such as digital stories, Mp3 recordings, or podcasts in order to develop listening skills of the learners. When students listen to MP3 recordings such as dialogs they can hear correct sounds and native pronunciation so that they hear them authentically from the native speakers.

Verdugo and Belmonte (2007) refer to the effects that digital stories may have on the understanding of spoken English by a group of 6-year-old Spanish learners. They were testing whether internet-based technology could improve listening comprehension in English as a Foreign Language. Their results were enormously in favor of using technology in the context of
learning a foreign language. Although listening comprehension is a challenging skill to acquire or to teach, having such a listening activity develops the learners listening skills in a fun and motivational way. It also enhances their linguistic structure, literacy, vocabulary, and sound patterns which can ultimately lead them to learn the language. This digital story technique can be practiced in primary schools in Kurdistan successfully and productively since kids will take it very enthusiastically. Another example of the multimedia sources can be what Parvin and Salam (2015) indicate about the results of using audiovisual in Bangladesh, in which the learners were very interested in listening to rhymes and to the English language voices through audiovisual software.

All these different strategies that the researchers found serve the purpose of this study, which is taking benefit from technology for having an interactive and communicative learning environment in Kurdistan. Kurdish learners are in need of these techniques and styles of learning in their schools. In this section the four basic skills of learning the English language have been explained according to different researchers who investigated the benefits of using ICTs for teaching and learning the English language in different settings and circumstances. They have various ideas about using technology for learning English, but they are all positive and optimistic about ICT usage. As a result, ICTs’ positivity can be applied to the schools in Kurdistan and provide an interactive educational environment for Kurdish ESL/EFL learners. The benefits of ICT can be more than those that are for the improvement of the skills. As a matter of fact, the next benefit of using ICTs is to promote creativity and enhance critical thinking.
2.5.2 Promoting Creativity and Enhancing Critical Thinking of the Students

In a classroom there can be creative students with critical thinking skills or high cognitive performance, or others who do not have these abilities. Teachers should be aware that classes are diverse. Students individually are different from one another according to their backgrounds, sets of experiences, cultural contexts, abilities and worldviews which influence their cognitive performances in the classroom or their daily lives. There are some researchers who claim that using ICTs can enhance students’ creativity and their critical thinking. For example, Livingstone (2012) talks about increasing performance through using technologies. She explains the analysis of the Program for International Student Assessment survey (PISA). She found that among those who sometimes use computers or the internet at school, their performance is higher than those who never use them. Simultaneously, it supports learners or students to have sufficient and effective information from the digital world. It encourages students to make plans and decisions and solve problems during their learning process.

In addition to that, Njoku (2015), Morales (2014), and Fu (2013) explain that when a student tries to read on his/her technological device there are lots of different features that ignite his/her skills. These features include using the pronouncing feature that pronounces the words appropriately, and reading or dictating features in some applications that reads the sentences out loud or the words for ESL learners. All the features that ICT devices offer can influence the learner’s cognitive performance for better. They might find better styles or strategies for their English language learning. Therefore, this benefit can be found among the Kurdish learners in the schools of Kurdistan as well. However, this benefit of ICT might be related to the next section which is about building self-confidence and making students independent.
2.5.3 Building Self-Confidence and Making Students Independent

During learning a second language, learners should have self-confidence and be independent in the way they would be able to choose what style or strategy will be good for them to learn the language. They should not be dependent on the teachers as in the traditional methods of teaching was so common. Morales (2014) states that L2 learners can take benefit from CALL by obtaining more independence in their learning process. Via using CALL learners can remove the barriers of time and place that they can be beyond school walls not depending on teachers.

Yip and Kwan (2006) showed the difference between those students who learn vocabulary through ICTs and those with the traditional method (face to face) of learning. They set two groups, one group learned vocabulary through the traditional way; the other group through using online vocabulary games. The role of the teacher is just a facilitator. The results showed that playing online vocabulary games allows students to learn better and be able to recall more words than the first group who did not try the online game. This result can be interpreted with feasible excuses that for the group who showed more vocabulary acquisition is that those learners like being independent, something that the online games provide.

Another benefit can be the fact that these games are encouraging and increase learners’ confidence building in them for more progress since the learners are feeling less stressful about learning. This benefit of ICTs can be considered an important one. If students feel confident, autonomous and stressless when they learn, then the learning process will be successful. That kind of result can be expected in Kurdistan too, because students naturally are keen on such games. Since ICT is supporting communicative language teaching and learning, the environment also should be fit for that as the CLT approach claims, which was explained previously. The next
benefit of using ICTs will be about how technology provides an interactive and collaborative setting for learning as a modern approach for teaching and learning.

2.5.4 Providing Communicative and Interactive Environments in Schools

One of the most influential benefits of ICTs is to provide a collaborative and communicative environment for learning and teaching. ICTs might be very famous for this benefit. This feature connects it with the communicative approach or the communicative language teaching (CLT). Rhalmi (2009) talks about CLT and defines it as an approach to the teaching of second and foreign languages, and emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “Communicative Approach”. Historically, CLT has been seen as a response to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerable popularity. Regarding what Rhalmi states, ICTs can be sources for such interaction and communication in teaching and learning. Kent and Facer (2004) witnessed this when a lot of the students showed that they use instant messages to be in touch with each other. They noticed that young people were using messages not only for maintaining social relations, but to discuss the school tasks, ask and answer questions about the work, and to exchange ideas and answers. As a result, students can take benefit from the capabilities of ICT (via instant messaging and attachment of electronic documents) to collaborate and communicate with their peers, sharing ideas and the work they had produced.
Koc (2005) explains that ICTs enable students to communicate, share, and work collaboratively. He talks about the role of teleconferencing as an example to provide a collaborative classroom. A teleconference could invite and connect students wherever they are around the world. Together they can discuss any topic, and they might be able to analyze and solve problems simultaneously. They share diverse learning experiences from one another to express themselves and reflect on their learning. This feature of ICT also can be beneficial in Kurdistan of Iraq because there are many applications that provide the teleconference (video and audio) service and generally people can afford it such as Skype, and Paltalk. These applications can be used for learning or teaching purposes in the schools of Kurdistan as Koc mentioned.

According to Richards (2005) CLT is understood as a set of principles about the goals of language teaching, how learners learn a language, what sorts of classroom activities that best facilitate learning, and what role students and teachers have in the classroom. Those tasks that are done in a CLT classroom give new roles to students and teachers, that is to say students will be participants and have their own main role whereas teachers are just guides and facilitators. Learners now cooperate with each other rather than being individualistic. Students will have to be comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. This CLT method will bring the students and teachers to integrate technology into their learning and teaching because it gives the students the opportunity to be on their own and take benefit from their own competencies. This kind of teaching in Kurdistan is starting to be practiced especially in the English language teaching since the curriculum has changed as the Ministry of Education tries to have a communicative classroom rather than the traditional and teacher-authoritarian classroom.
Motteram (2013) mentions a case study of using VC (video conferencing) for developing spoken language skills and cultural understanding. In Taiwan, the National Taipei University of Education has been using video conferencing to support learners and teachers to provide a more collaborative environment for learning and teaching. Using a VC system called JoinNet, classes of 5th grade children (11 years old) were linked up with experienced primary teachers for a series of book readings. The reading sessions were considered to be highly motivating for the children because they were able to experience a book reading led by an expressive English speaker synchronously, whilst simultaneously viewing the page spreads on the computer screen. The children were able to interact with the reader if they had any question about the content of the readings in their first language. The teacher was just a facilitator for running the process. Consequently, the children achieved a huge amount of development of oral skills, reading and writing from the VC sessions.

This promising technique can also be used in Kurdistan to develop spoken language skills and cultural understanding. There might be native English speakers from anywhere who can teach such skills to Kurdish learners via VC interactively. As a result, the CLT approach in Kurdistan may need all these ICT facilities to be more practiced in teaching. When learners take the main role in the process of learning, they are motivated to be engaged into the lesson or the subject. The next benefit of using ICTs is about how it makes learning and teaching more enjoyable, so that learners, especially children, will like it.
2.5.5 Adding Entertainment to Class

Sometimes, learners get fed up with the lessons or school because they do not find enjoyment or entertainment in it. If schools and learning institutions mix entertainment, then learners will be more engaged into the tasks they are given. Güngör and Demirbas (2010) state that providing a stress free environment helps the students to like the learning process. Parvin and Salam (2015) in their case study of using e-content an ICT team conducted two group discussions to find out their experiences in the English language classes. The results show that the students were enjoying the e-content usage and they were comfortable with it. Students enjoyed the pictures of different characters and scenes and liked participating in questions and answers through the e-content. Almost all the students liked listening to rhymes and the English language voices included in the e-content. Consequently, the e-content facilitated student’s speaking and listening. This is evidence that using ICT is important for students to make the class environment enjoyable. The students were very attentive, excited, and curious in the English classes through using the e-content.

Castek, Bevans-Mangelson, and Goldstone (2006) mention that the development of some skills is challenging and stressful for students, but internet or online tools filled this gap and push away all the stress and turn it into enjoyment. There are lots of sources online that students are exposed to them such as online book clubs, interacting with people for learning skills of language. All these help students to be more engaged and relaxed with using ICTs for learning. The same source in Kurdistan is available that students can use internet for those purposes, and they will be attracted in learning. Cardoso (2010), and Mumtaz (2000) talk about how ICTs make the class more enjoyable and that contributes to learning and adds fun and entertainment
into the classroom for students. Also, Khan (2013) suggests that ICTs change students’ opinion about homework and encourages them to enjoy doing it in a way they do not feel exhausted and are not burdened with books.

Different from others, Koumi (2006) talks about whether learners learn from watching animations which is an ICT source, or not. He describes it as an attractive technique, but a two-edged sword. That is to say it can be beneficial or harmful, since it makes learners or viewers feel entertained might facilitate, ignite and stimulate learning which is good. On the other hand, they probably enjoy the visuals and learn nothing; but they fool themselves by just wasting the time of the lesson, or not understanding anything from the lesson just nodding for the teacher as if they are understood, which is bad. This can be applied to other technological tools too. Adewunmi (2012) states that sometimes, students and teachers can get hooked on the technology aspect rather than the subject content. That can be counted as wasting time. He also adds that just because a topic can be taught via ICT, does not mean that it is taught most effectively via ICT. According to what they mention, as it might be possible in Kurdistan as well. Naturally, this is how students think of such tools, whether to take benefit from it for learning and entertainment, or just for their entertainment with no learning.

Some of those benefits that previously stated might be a little more general rather than the English language learning and teaching. There might be more benefits and ways of showing them in other perspectives such as teacher’s perspective. On behalf of that, the next part will be about the benefits of using ICTs for teaching and learning in the teachers’ perspective, relating to ideas from Kurdistan.
2.6 Benefits of ICTs in the Teachers’ Context

Those benefits that were stated previously in student’s context can also be applied to the teachers benefit to some extent because success of the students and learners can be counted as the success of the teacher in the educational environments and contexts. As a matter of fact, teachers also have main role in the process of teaching and learning students, they have a big share in using technology. Sometimes, teachers like students can take benefit from using technology to facilitate their teaching and plan their agenda in education more easily. Undoubtedly, for the teachers there are many benefits of using technology and ICTs regarding administering class and teaching.

There are many researchers who also talk about the aspect of benefits of technology for teachers. Mumtaz (2000), and Njọkụ (2015) claim that ICTs help to manage and administrate big classes with a lot of students. It gives the teacher more prestige and power to administer his/her tasks in school efficiently. Another point can be facilitating teaching for teachers in the way of presenting lessons, lesson planning and student assessment. For example, Njọkụ talks about LCMS (Learning Content Management System) and LMS (Learning Content Management System) and their authoring tools. The LMS and LCMS authoring tools are computer programs used for creating contents for LMS and LCMS. Through using LCMS a teacher might be able to: create new content from gathering other content of other sources, manage and edit e-Learning content, prepare schedule of the courses and identify strategies of learning, administer students effectively, and make communication feasible through e-mail, chatting and forum. A teacher does not have to be proficient at using some of the tools to make the content of what the teacher wants to post. This tool can export content as self-contained Web pages or as content packages
that complies with specifications of SCORM (Sharable Content Object Reference Model) 1.2 or IMS (Instructional Management Systems). Those specific benefits that teachers can find when they use technologies are in some points as the following:

1. Facilitating teaching inside classrooms is a benefit for teachers. During teaching in classes teachers might need more means to explain the lesson. Chapelle (2010) talks about an example that teachers had hard times when they wanted to show and explain graphs, diagrams, visuals, and playing audio files during practicing the traditional ways of teaching, but via using ICTs that difficulty has gone. In that respect Njuko (2015) talks about using Microsoft PowerPoint for presenting presentations. He claims that teachers in HEIs (Higher Education Institutions) will draw and sustain the attention of very large classes throughout lecture periods by presentations. There should be enough equipment for doing presentations such as the software, the computer, memory cards or CDs or any item that can be used to store the presentation on it. After preparing the slides the teacher can present it inside the classroom. He/she can use it as a visual aid for the learners. In addition to that, Fu (2013) counts ICTs as teaching aids and states that teachers can change the style and format of the traditional teaching through using them in class. Students can be put into groups on a computer while the teacher is narrating the lesson, students can go through the slides, or probably the teacher could use a projector for presenting to the whole class. This idea of presentation is really important for teachers in Kurdistan because currently the classrooms are crowded. It will be hard for teachers to manage those crowded classes when they are teaching; as a result, they can benefit this PowerPoint or any other computer programs for presentation.

2. Changing the attitude of the teachers toward teaching and being positive to offer more personalized learning is another benefit of using ICTs. As reported by UNESCO (2007) ICT in
Education in the Asia-Pacific Region, ICTs are as well more effective in administrative tasks. UNESCO also points out that ICTs can add collaboration between teachers so that they can communicate cooperate with each other. Teachers in Kurdistan can take benefit from any technological means that connects them. It will help them to learn from each other and expand their knowledge of teaching. In some ways, there are many teachers in Kurdistan who might be able to use technology better than others because of different factors. For instance, those teachers might have taken training courses, been abroad and studied in developed countries. As a result, they have experience of that technique. For the sake of that, it is important that teachers in Kurdistan to have collaboration via ICTs to help their students to success.

3. Using ICTs can be an economical factor for teachers that are doing several jobs at the same time. Using technology or ICTs make it easy for them to do so. Njuko (2015) talks about attending to all other crucial duties and still not missing any teaching session. When a teacher is in an administrative meeting or in a conference or workshop or any other academic meeting at the particular time, and he/she has to be in classroom as well. He/she should not be worry about that, because with certain types of ICTs, he/she can still engage the students. In Kurdistan this is going to be initiated because universities such as Salahaddin University are planning to construct e-learning online, Mahdy and Murad (2017).

Additionally, Law (2008) claims that teachers still need to be professionally ready and developed in regard of their technological trainings. They have to welcome the orientation and motivation that enables educators to enter a professional network of innovators. Then they can produce pedagogical innovation enhancing their original goal, to educate in the 21st century. What he states might be applicable for the situation in Kurdistan because at the very beginning of using ICTs teachers should be prepared for it.
In addition to those points that previously mentioned there are some benefits of ICTs that are mutual between teachers and students. Both teachers and students can take benefit from ICTs. The next section is about those benefits that teachers and students have together.

2.7 Mutual Benefits of ICTs for Teachers and Students

There are some benefits that can be mutual for both students and teachers, such as saving time and effort. Kent and Facer (2004), and Fu (2013) think that using computers in the schools eases student’s work. For example, while students are doing their homework, sometimes they do not have to rewrite everything, they might benefit from copy and paste of some parts of their homework, which it saves time and effort for them. Teachers also can take benefit from this copy/paste feature while they are doing tests or any work in the schools. Mcilroy, Sadler, Boojawon (2007) claim another benefit for both teachers and students, which is using it for library catalogue, accessing electronic journals and conducting keyword searches in order to take benefit from updated research materials. That helps both students and teachers in accomplishing their tasks. Khan, Bhatti, and Khan (2011) show that the use of ICTs reduced the time that is necessary for achieving information for students. They can access and disseminate electronic information like e-books, e-journals and can improve their learning by using different modern ICTs in form of wireless networks, internet, search engines, databases, websites and web 2.0 technologies. Hennessy (2005) pointed out that the introduction of ICTs could act as a catalyst in stimulating teachers and students to find out new strategies or ways for teaching and learning. Those strategies might include teacher-student relationship, peer discussion, exploration, analysis and reflection, probing, assistance, and feedback.
2.8 Challenges of Using ICTs in Education

Using ICTs in education has many benefits as the previous part of this literature review mentioned, but still there are some challenges and barriers in using ICTs in education that hinder the success of ICTs in schools. Challenges of ICTs which still exist in many school and pedagogical environments will be explained in developed and developing countries around the world. Since Kurdistan of Iraq is still new regarding using technology, as a result students and teachers might go through some challenges. Livingstone (2012) believes that embedding ICT in the educational environment will have the very challenge for schools to alter the educational infrastructure, providing teacher training, curriculum structures and materials change, classroom practices and modes of assessment; all these must be redesigned at all levels. This is a kind of radical change and it costs a lot of time and expenses. However, there are other challenges that can be treated separately. For the sake of mentioning some of the common challenges that might exist in many places including Kurdistan of Iraq, here are some of them as the following:

2.8.1 Having Access to ICT Devices

Having access of using technology is one of the most significant challenges that affects education in many parts of the world. Fu (2013) states that availability and accessibility of ICT equipment is significant to overcome. That is to say, when there is enough provision, it is easier to cope with it. Billy (2015) has the same opinion and mentions that in the United States of America 30% of the families do not have access to computer which affects their kids’ performance in school. Not only equipment provision is enough, but Gyamfi and Gyaase (2015) claim that providing internet access for students outside the university campus or the schools is
an obstacle too. Regarding this problem Albugami and Ahmed (2015) talk about government’s responsibility to take care of that. Sometimes, government support embedding ICTs in education, but they are not enough serious. For instance, Albugami and Ahmed talk about Saudi Arabia government which strives to put ICTs in schools, but they do not provide enough supply and opportunity to do so. This might not be only in Saudi Arabia, since many other places suffer from this, for example, in Kurdistan of Iraq or generally in Iraq.

2.8.2 Lacking Skills and Training Courses

Another, challenge is the lack of skills of using technology, lacking training courses for teachers and students. Teachers and students in Kurdistan might need training skills while they use technology. Livingstone (2012) claims that there are teachers who struggle with ICT because of their low level of ICT knowledge. As a result, they need to be trained and prepared for using ICTs. Blake (2009) states that the challenge is more in the face of the teachers than other people because having knowledge of using technology is not intuitive. There are teachers who might not be interested in ICTs because they do not have knowledge of using ICTs but still they have to involve with it. These teachers should be learnt and prepared, and in return their work should be appreciated by students and their staff.

Mirriaahi, et al (2015) refer to the low level of digital or IT literacy amongst the teaching staff. They argue that teachers or the staff who is responsible for teaching should appreciate ICTs and literate themselves for better teaching with ICTs. If the teachers have a high proficiency of IT, or are real literate of ICTs, then they would not have bad attitudes towards it. Consequently, it sources from unfamiliarity with the tools that concern the availability of technological support,
and teacher’s perception about the relevance of technology to enhance student learning. Fu (2013) and Albugami and Ahmed (2015) explain that negative attitudes, beliefs and behaviors towards ICT tools are the most serious challenges that hinder the success of education. It has been noticed that effective implementation of using technology is not possible without teacher’s attitude, readiness and appropriate training.

This problem in students’ perspective can be somehow similar, since there are a lot of diverse forms of ICT resources and applications especially on websites, which gives students hard times to figure out using them. Some of them are rudimentary, but others are quite complex to use. Wilson and Nativio (2002) talk about that students encounter hard times and confusion which leads them to late assignments and frustration. They prefer training them and make the applications or websites uniform for students to use easily or offer them training courses. One of their preferences is Blackboard that performs as a container, holding any electronic documents that teachers or users would like to distribute to their classes. Students in Kurdistan might have such problem since they may not have enough skills when they use technology for learning. Another point which is related to this challenge is that students, teachers, and parents might not have enough awareness. Liakin, Cardoso and Liakina (2015) state that although technological devices have developed such as smartphones and camcorders, parents and teachers might think of this phenomenon as a source of distraction in the classroom. This is because they are not aware of the capacity of technology in language learning and education. Billy (2015) points out that people should have awareness of what ICTs are able to do, since they want to build up people’s awareness for using ICTs. Currently, students and their parents in Kurdistan need awareness and skills to be learnt that ICT is for a positive cause in education.
Another point can be still in the circle of training skills and awareness challenge is about the newness of technology in Kurdistan that sometimes it will be a challenge for the users. As Kukuliska-Hulme and Shield (2008) claim that using technological devices for language learning is still new. It has not been embedded on a large scale and it has not gained adequate attention towards full potential as a pedagogic practice. For that reason, they suggest that using technology needs time to be fully embedded and practical. Embedding technology might be a long process Kurdistan to make it productive as it is. The next challenge is about fear of technology or technophobia that might somehow related to the training courses of the ICT users. For that reason the next section is about technophobia.

2.8.3 Inability of Using ICTs (Technophobia)

Since Kurdistan of Iraq is new to the process of embedding ICTs or technology in education for learning and teaching, one of the big challenges that many learners and teachers have is the fear of technology or techno-phobia. Teachers and students do not feel confident while they use technology in the classroom. Mcilroy, Sadler, and Boojawon (2007) brings the definition of techno-phobia from Rosen and Weil (1992) as “anxiety about present or future interactions with computers ... negative global attitudes about computers, their operation or societal impact ... self-critical internal dialogues during actual computer interaction or when contemplating future computer interaction” (P.1286). This definition can be applied for anyone who has this phenomenon, but in this study it applies to teachers and learners.

Lloyd and Loyd (1985) and Smith et al. (1999) as cited in Beckers and Schmidt (2003) talk about computer anxiety in terms of “aversion of fear of being directly or indirectly involved
with computers in the present or in the future.” (P. 786). According to this description computer anxiety can be negative and make the users to make unwilling mistakes. Jones (2013) states that being afraid of technology among teachers is expected and common. When teachers want to teach that means they like teaching but not technology. She also indicates to the fast continuous changes or upgrades in technology as another reason that learners or teachers might have phobia about it. Also diversity of the technological tools which each of them can be for a specific purpose of teaching can be another factor of fear of technology. A learner or a teacher might not be able to be proficient in using many different tools or application; as a result, they might have anxiety.

Regarding types of teachers, Goodwyn, Adams and Clarke (1997) talk about three types of teachers: first those who are fearful of using technology because they are older and ICT is anxiety for them. The second group, ‘the unresolved’ are those who are willing to change their concept of literacy, but with mixed feelings or doubt. The third can be ‘the optimists’ or the pro ICT teachers who believe that ICTs truly support English language teaching. In Kurdistan of Iraq these three types can be observed because, there are elderly teachers who still favor the traditional way of teaching (no using ICTs), because they do not know how to use technology. Then, as the system has recently started to change there are teachers who are unresolved yet, whether to follow using ICTs or not. The third type also exists because many of the teachers are enthusiastic to use ICTs although they adapted themselves to learn how to use ICTs.

Wastiau, et al. (2013) state that teachers should involve themselves in using technology or ICTs in their daily lives in order to have enough skills and knowledge to extend their digital competence. As a result, students can maximize their digital competence too that they define it as “the confident and critical use of Information Society Technology (IST) for work, leisure and
communication.” (p. 16). Kurdish teachers and learners can follow such methods to expand their knowledge of using technology so that they will not have anxiety and technophobia. The next section is about the effect of school culture and atmosphere of the school whether it supports integrating technology for teaching and learning or not.

2.8.4 Climate and Culture of the School

Sometimes, it can be challenging to adapt a new process such as embedding technology in education or schools because of the culture or atmosphere of that school. Peterson and Deal (1998) state that school culture is the underground stream of norms, values, beliefs, traditions, and rituals that have built up over time as people work together, solve problems, and confront challenges. Kitchenham (2009) school culture appeared to affect the degree of transformation and the readiness for technology adoption. In any school there is a staff or some leaders who plan the administration of the school. The way they manage the school shows the culture or the atmosphere of the school. Sometimes, their decisions might change the atmosphere of the school. For example, Tezci (2011) tests Turkish teacher perceptions from technical and motivational perspectives. His results for both perspectives were negative because the majority of the teachers did not believe that they would receive adequate technical and motivational support from their schools. However, if the school culture changes positively, and then the teachers’ level of ICT usage increases.

Albugami and Ahmed (2015), and Fu (2013) indicate if a school does not have a literature to create a culture and make the teaching staff believe in using ICTs, then the attempts will go in vain. It is the duty of the administration staff of the school to encourage that and work
for it. As a result, Kurdistan schools are supposed to work on how to adapt using ICTs in their schools since it is a kind of new to the atmosphere. In some schools in Kurdistan, there might be opposing integration of ICTs into the schools because of different reasons such as lacking, space in the school, lacking internet and electricity which will be explained in this study later.
CHAPTER 3 Methods

The methodology of this study depends on two survey questionnaires that are launched on Google forms online to collect data for assigning the benefits, challenges and the negative sides of using ICTs in schools in Kurdistan. One of the surveys is to direct questions towards students in Kurdistan who are currently studying in schools, and the other survey is directed to the English language teachers in Kurdistan.

The purpose of doing these surveys belongs to the nature of the study which is about a current situation of using ICTs in schools in Kurdistan. It will be in the benefit of this kind of study if the data is collected directly from the participants who are in the context of the issue at the present time. There are some precedent researchers who also used surveys for their studies in the same area such as Kent & Facer (2004), Slechtova (2014), and Parvin and Salam (2015). They used surveys because it was easier for them to collect the data they needed, and via a survey many participants could participate. For example, in Kent and Facer’s survey over 1800 children participated from different schools.

As the survey is, specifically about the importance and the challenge of using ICTs in Kurdistan, the data should be gathered from participant teachers and students from there. For that reason, the surveys were prepared online through Google forms so that it can facilitate to reach the participants to participate and then gather necessary data.

Through the surveys the advantages and the disadvantages of using ICTs can be demonstrated in Kurdistan directly from the students and teachers who practiced using technology for learning and teaching English. After the data was analyzed, the surveys can prove or show direct evidence from the participants whether using ICTs for learning the English
language is important or not in Kurdistan. In addition to that, it proves the challenges of using ICTs in the schools of Kurdistan for the teachers and the students as well.

Questions focus on the situation of using ICTs in Kurdistan. There are questions which ask about kinds of available devices, access of the participants to technology, and to what extent they use technology for learning or teaching English. Relating to that, there are some questions asking about the problems or challenges of using ICTs in Kurdistan. Simultaneously, there are questions ask about the benefits of using ICTs, and how students and teachers are influenced by them. Following that, there are questions about the negative sides of using technology in Kurdistan in the perspective of the participant students and teachers. Some questions are about the proficiency of the participants, and their needs for training courses. Additionally, there are also questions about the necessity of using ICTs with their English textbooks, and improving the skills of the English language learning or in which area of skills ICTs help the participants to improve their English language. In addition to that, there are questions about the impact of online learning and social media networks on the English language learning in Kurdistan, since they are counted as kinds of ICTs. There are some questions about government’s concern or the administration staff of the school to what extent they care for using ICTs in schools, and comparing the participants’ opinion about private and public schools.

### 3.1 Participants

The participants of this study are teachers and students from Kurdistan of Iraq. There are 38 participant teachers who are all English language majors and they have a bachelor degree. English is their second language and they studied the language in Kurdistan. They have
minimum of 3 - 5 years of teaching experience in Kurdistan. They are men and women, and their age is between 24 to 39 years. They are all teaching in primary, secondary and high schools in public and private educational environments.

There are 69 student participants who are all Kurdish students from public and private schools of Kurdistan. They are boys and girls, and their age is between 17 – 25 years. They are studying and learning English as their second language. They have different levels of education such as high school, and college.

### 3.2 Procedure

This study relies on surveys and it can be both a qualitative and quantitative research because it discusses the problem and at the same time provides numeric data from the two surveys. The idea of doing this study has started from reading previous data from former researchers which they talked about using ICTs for teaching and learning. It sounded an interesting topic because schools in Kurdistan of Iraq now should realize how technology is important and effective for teaching and learning the English language as a second or foreign language. This study focuses on the benefits and challenges of using ICTs (Information Communication Technologies) for both teachers and students. The procedure of gathering data is through two surveys. One of the surveys is 17 questions, which is for the teachers. The other survey is 16 questions and it is for the teachers.

The procedure of preparing the surveys is through Google forms for surveys online because of several reasons: first, it could be easier to reach the participants from back home.
(Kurdistan of Iraq) while the study is accomplished in the United States of America. Second, it is easier to achieve all the required data on Google forms and sheets. Third, it also reduces the cost and effort. Forth, it facilitates for more students or teachers to participate in the surveys which can explain the situation in Kurdistan a little more clearly.

As a result, the questions in the survey for the teachers are all in English which they consist of multiple choices. For some of the questions, they are allowed to choose more than one answer. The other one is 16 questions the same format of the teacher’s one but for the students. This one is in both the English and the Kurdish language for the students. The surveys are prepared on Google forms that Google facilitates to share and collect the results accurately with charts. The surveys are shared via email accounts or Facebook messenger accounts to the students and the teachers. Some English teachers also were asked to share the link with their students to answer the survey for having more participants in the study. The survey was totally anonymous no one can be determined whether participated or not. Both teachers and students can answer or participate one time.

The surveys were sent to IRB (Institutional Review Board), after receiving IRB’s approval from Valparaiso University, the surveys were released online through Facebook messenger and emails to the participants on February 16th, 2017. It was open for 3 weeks (March 9th, 2017) for the participants to answer and submit it. After that period, receiving responses were terminated for both surveys. After all the responses were received back, they were analyzed and explained according to their category. Then, they were compared with the previous research data and discussed them. In the end, suggestions and future recommendations are presented in the conclusion.
3.3 Tools

For doing this study there is a list of tools that I am going to use them such as: Figures, Images, Charts, Google Forms, Google Docs and Google Sheets, Emails, Facebook Messenger accounts, and Snipping Tools software.
CHAPTER 4 Results and Discussions

In this chapter, the results from both surveys are presented in the format of tables and figures that explicate the percentage rates and the participant numbers. It is shown in two sections, the first one is tables from the students’ survey, and then the second part is the tables from the teachers’ survey. After that, the results are discussed one by one, and compared to the other researchers’ data in the literature review.

4.1 Tables of the Results From the Students’ Survey

Question one is about whether students in Kurdistan use/used technology for learning the English language. The results are shown in Table 1.

<table>
<thead>
<tr>
<th>Partic. No.</th>
<th>% Using ICT Regularly</th>
<th>% Using ICT Sometimes</th>
<th>% Not Using ICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>56.7%</td>
<td>28.3%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Question two is about what are the kinds of technology that are available to use by the students while they are learning English. In Table 2, it shows the percentage of each of the tools that are used for learning English in Kurdistan.
Table 2: Technological Tool That Are Used

<table>
<thead>
<tr>
<th>Kinds of Technology</th>
<th>Partic. No. 69</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>cellphone,</td>
<td>45</td>
<td>73.8%</td>
</tr>
<tr>
<td>computer/laptop</td>
<td>18</td>
<td>29.5%</td>
</tr>
<tr>
<td>tab/ tablet / ipad</td>
<td>3</td>
<td>4.9%</td>
</tr>
<tr>
<td>television / Radio</td>
<td>10</td>
<td>16.4%</td>
</tr>
<tr>
<td>mp3 player, cassette / audio CD player, ipod / flash player</td>
<td>14</td>
<td>23%</td>
</tr>
<tr>
<td>data show/projector</td>
<td>9</td>
<td>14.8%</td>
</tr>
<tr>
<td>printer / scanner / photocopier</td>
<td>4</td>
<td>6.6%</td>
</tr>
<tr>
<td>All the items</td>
<td>9</td>
<td>14.8%</td>
</tr>
<tr>
<td>None of the items</td>
<td>5</td>
<td>8.2%</td>
</tr>
</tbody>
</table>

Question three is about to what extent students use technology for learning English in Kurdistan on the scale of 0-5. The results are shown in Figure 2.

![Figure 2: Usage of ICTs](image-url)
Question four is about the reasons or benefits of using ICT by the students in Kurdistan.

There are many reasons that students use ICTs for learning the English language in Kurdistan. In Table 3, those reasons and their percentage rate are shown.

**Table 3: Reasons of Using ICTs**

<table>
<thead>
<tr>
<th>Reasons of Using ICTs</th>
<th>Partic. No. 69</th>
<th>PC %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attraction more at the lesson</td>
<td>18</td>
<td>30%</td>
</tr>
<tr>
<td>Saving time and effort</td>
<td>18</td>
<td>30%</td>
</tr>
<tr>
<td>Feeling independent and confident</td>
<td>22</td>
<td>36.7%</td>
</tr>
<tr>
<td>Understanding and improving comprehension</td>
<td>11</td>
<td>18.3%</td>
</tr>
<tr>
<td>Improving writing</td>
<td>23</td>
<td>38.3%</td>
</tr>
<tr>
<td>Improving reading and pronunciation</td>
<td>18</td>
<td>30%</td>
</tr>
<tr>
<td>Improving listening</td>
<td>14</td>
<td>23.3%</td>
</tr>
<tr>
<td>Improving speaking</td>
<td>13</td>
<td>21.7%</td>
</tr>
<tr>
<td>Improving English grammar</td>
<td>13</td>
<td>21.7%</td>
</tr>
<tr>
<td>Increasing cognitive competence in the English language</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Increasing collaboration between students</td>
<td>11</td>
<td>18.3%</td>
</tr>
<tr>
<td>Knowing how native speakers speak English</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Doing my homework</td>
<td>5</td>
<td>8.3%</td>
</tr>
<tr>
<td>All the reasons</td>
<td>15</td>
<td>25%</td>
</tr>
<tr>
<td>None of the reasons</td>
<td>3</td>
<td>5%</td>
</tr>
</tbody>
</table>
Question five is about whether students in Kurdistan of Iraq need training courses for using ICTs when they want to use them for learning English. Table 4 presents the percentage of the results.

<table>
<thead>
<tr>
<th>Options</th>
<th>Partic. No. 69</th>
<th>PC %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needing training courses</td>
<td>36</td>
<td>63.2%</td>
</tr>
<tr>
<td>Teachers are helping</td>
<td>13</td>
<td>22.8%</td>
</tr>
<tr>
<td>No need of training courses</td>
<td>8</td>
<td>14%</td>
</tr>
</tbody>
</table>

Question six is about whether it is necessary to use technology with their English textbook at school, because in Kurdistan curriculum has been changed to a new one. It needs to use technological tool to be taught to the students appropriately. Table 5 demonstrates the results.

<table>
<thead>
<tr>
<th>Usage</th>
<th>Partic. No. 69</th>
<th>PC.%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC. % Using</td>
<td>47</td>
<td>79.7%</td>
</tr>
<tr>
<td>PC. % Sometimes Using</td>
<td>15</td>
<td>15.3%</td>
</tr>
<tr>
<td>PC. % Not Using</td>
<td>3</td>
<td>5.1%</td>
</tr>
</tbody>
</table>
Question seven is about how students evaluate their teachers when they use technology inside classrooms, whether they are successful or not on a scale of 0-5. Figure 3 represents the rates and the percentage of the results.

![Figure 3: Using ICTs Appropriately](image)

Question eight is about whether students like their English teachers to use technology for teaching English. The results show that the majority of the students want their teachers to use technology as in Table 6 is shown.

<table>
<thead>
<tr>
<th>Options</th>
<th>Partic. No.</th>
<th>PC %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>43</td>
<td>71.7%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>1.6%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>9</td>
<td>15%</td>
</tr>
<tr>
<td>Mixing it with traditional method of learning</td>
<td>7</td>
<td>11.7%</td>
</tr>
<tr>
<td>Total Users</td>
<td>59</td>
<td>98.4%</td>
</tr>
</tbody>
</table>
Question nine is about which of the private schools or public schools use technology more. The results show that private schools’ usage of technology is very high, and public schools are very low as in Table 7 is shown.

**Table 7: Public and Private Schools’ Usage of ICT**

<table>
<thead>
<tr>
<th>Schools</th>
<th>Partic. No. 69</th>
<th>PC. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>53</td>
<td>89.8%</td>
</tr>
<tr>
<td>Public</td>
<td>6</td>
<td>10.2%</td>
</tr>
</tbody>
</table>

Question ten is about whether government or school administration encourage using technology in the schools. Table 8 shows the results as the following.

**Table 8: Government and School Encouragement of Using ICTs**

<table>
<thead>
<tr>
<th>Government Encouragement</th>
<th>Partic. No. 69</th>
<th>PC%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>16</td>
<td>26.7%</td>
</tr>
<tr>
<td>NO</td>
<td>44</td>
<td>73.3%</td>
</tr>
</tbody>
</table>

Question eleven is about whether social media networks, like Facebook, Instagram, and Snapchat help to learn English in Kurdistan. Table 9 shows the results about that.
Table 9: The effect of Social Media Networks

<table>
<thead>
<tr>
<th>Options</th>
<th>Partic. No. 69</th>
<th>PC %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>43</td>
<td>71.7%</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>I do not use them</td>
<td>5</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Question twelve is about whether social networks help learning English skills, or what areas of skills of learning English are. The participants focused on the four skills of learning English as in Table 10, the results are shown.

Table 10: Skills that Social Media Help to Improve

<table>
<thead>
<tr>
<th>Skills</th>
<th>Partic. No. 69</th>
<th>PC %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>22</td>
<td>44.9%</td>
</tr>
<tr>
<td>Reading</td>
<td>26</td>
<td>53.1%</td>
</tr>
<tr>
<td>Speaking</td>
<td>11</td>
<td>22.4%</td>
</tr>
<tr>
<td>Listening</td>
<td>14</td>
<td>28.6%</td>
</tr>
</tbody>
</table>

Question thirteen is about the challenges of using ICTs by the students in Kurdistan. There are many challenges in Kurdistan that prohibits the learners to use ICTs appropriately. They are shown in Table 11.
Table 11: Challenges of Using ICTs

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Partic. No. 69</th>
<th>PC.%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not have any device, it is expensive.</td>
<td>9</td>
<td>15.3%</td>
</tr>
<tr>
<td>My school doesn't have enough technology or they're old</td>
<td>40</td>
<td>67.8%</td>
</tr>
<tr>
<td>I do not know how to use it</td>
<td>5</td>
<td>8.5%</td>
</tr>
<tr>
<td>My teacher does not use it properly</td>
<td>21</td>
<td>35.6%</td>
</tr>
<tr>
<td>We do not have electricity</td>
<td>27</td>
<td>45.8%</td>
</tr>
<tr>
<td>The school administration doesn't support it</td>
<td>11</td>
<td>18.6%</td>
</tr>
<tr>
<td>There is no enough place in my school</td>
<td>23</td>
<td>39%</td>
</tr>
<tr>
<td>There's no internet</td>
<td>19</td>
<td>32.2%</td>
</tr>
<tr>
<td>The curriculum does not support to use technology</td>
<td>13</td>
<td>22%</td>
</tr>
</tbody>
</table>

Question fourteen is about whether students are interested in online learning or not. In Table 12, it is shown that students in Kurdistan also are interested in online studying.

Table 12: Online Studying

<table>
<thead>
<tr>
<th>Interest in Online Studying</th>
<th>Partic. No. 69</th>
<th>PC%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>44</td>
<td>81.5%</td>
</tr>
<tr>
<td>NO</td>
<td>10</td>
<td>18.5%</td>
</tr>
</tbody>
</table>
Question fifteen is about why students are interested in online learning in Kurdistan. There are many reasons that make the students to prefer online courses. Those reasons are presented in table 13 with the percentage of each reason.

Table 13: Reasons of Preferring Online Studying

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Partic. No.</th>
<th>PC. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>It saves time, effort, and money</td>
<td>17</td>
<td>30.9%</td>
</tr>
<tr>
<td>It makes easy to be in touch with my classmates</td>
<td>21</td>
<td>38.2%</td>
</tr>
<tr>
<td>It can be outside of school no barriers of time and place</td>
<td>13</td>
<td>23.6%</td>
</tr>
<tr>
<td>It is cheaper</td>
<td>15</td>
<td>27.3%</td>
</tr>
<tr>
<td>I can have a job while I study</td>
<td>13</td>
<td>23.6%</td>
</tr>
<tr>
<td>I get more information</td>
<td>21</td>
<td>38.2%</td>
</tr>
<tr>
<td>I do not feel teacher's pressure and I'm comfortable</td>
<td>8</td>
<td>14.5%</td>
</tr>
<tr>
<td>I feel focused and independent</td>
<td>17</td>
<td>30.9%</td>
</tr>
<tr>
<td>All the above</td>
<td>7</td>
<td>12.7%</td>
</tr>
<tr>
<td>None of the above</td>
<td>4</td>
<td>7.3%</td>
</tr>
</tbody>
</table>

Question sixteen is about the bad sides of using technology or ICTs. Although, many people talk about the benefits of using ICTs, but still there might be some side effects of using it.

In Table 14, those bad sides are shown with the percentage of those participants who chose them.
Table 14: Bad sides of Using ICTs

<table>
<thead>
<tr>
<th>Bad sides</th>
<th>Partic. No.</th>
<th>PC. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>It distracts me to other things such as games.</td>
<td>41</td>
<td>73.2%</td>
</tr>
<tr>
<td>It wastes student's time.</td>
<td>20</td>
<td>35.7%</td>
</tr>
<tr>
<td>It reduces my ability to learn.</td>
<td>13</td>
<td>23.2%</td>
</tr>
<tr>
<td>It encourages me toward failure.</td>
<td>10</td>
<td>17.9%</td>
</tr>
<tr>
<td>It encourages cheating and copying.</td>
<td>16</td>
<td>28.6%</td>
</tr>
<tr>
<td>Others.</td>
<td>9</td>
<td>16.1%</td>
</tr>
</tbody>
</table>

4.2 Tables of the Results from the Teachers’ Survey

Question one is about whether teachers in Kurdistan have access to the technological tools, such as smartphones, tablets, and computers. The responses are shown in Table 15.

Table 15: Having Access to Technology

<table>
<thead>
<tr>
<th>Having Access to Technology</th>
<th>Partic. No.</th>
<th>PC%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES/ Sometimes</td>
<td>30</td>
<td>90.9%</td>
</tr>
<tr>
<td>NO</td>
<td>3</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

Question two is a little related to the previous question which is about what kind of technological device is available in the school they teach English. There are many kinds of
technology that teachers may use for teaching, as a result this study pointed to some of those that are mostly used and available in Kurdistan as they are shown in Table 16.

**Table 16: Availability of the Devices in the Schools**

<table>
<thead>
<tr>
<th>Technological Devices</th>
<th>Partic. No. 38</th>
<th>PC. of Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television</td>
<td>3</td>
<td>8.8%</td>
</tr>
<tr>
<td>Data show / projectors</td>
<td>18</td>
<td>52.9%</td>
</tr>
<tr>
<td>CD/audio/ Cassette/ flash player</td>
<td>17</td>
<td>50%</td>
</tr>
<tr>
<td>Laptop/ desktop computer</td>
<td>13</td>
<td>38.2%</td>
</tr>
<tr>
<td>Tabs/tablet</td>
<td>2</td>
<td>5.9%</td>
</tr>
<tr>
<td>Cellphone</td>
<td>5</td>
<td>14.7%</td>
</tr>
<tr>
<td>Headset (head phones)</td>
<td>1</td>
<td>2.9%</td>
</tr>
<tr>
<td>All of the above</td>
<td>6</td>
<td>17.6%</td>
</tr>
<tr>
<td>None of the above</td>
<td>3</td>
<td>8.8%</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

Question three is about whether the textbook that the teachers use for teaching needs to use technology or not. Table 17 will present the results as the following.
Table 17: Textbook Needs Technology

<table>
<thead>
<tr>
<th>Textbook Needs Technology</th>
<th>Partic. No. 38</th>
<th>PC%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>26</td>
<td>76.5%</td>
</tr>
<tr>
<td>NO</td>
<td>2</td>
<td>5.9%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>6</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

Question four is about whether teachers in Kurdistan use technology for teaching English or not. Table 18 shows the results.

Table 18: Using Technology for Teaching English

<table>
<thead>
<tr>
<th>Options</th>
<th>Partic. No. 38</th>
<th>PC%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>52.9%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>11.8%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>7</td>
<td>20.6%</td>
</tr>
<tr>
<td>I would like to mix it with the traditional way of teaching</td>
<td>5</td>
<td>14.7%</td>
</tr>
</tbody>
</table>

Question five is about whether participant teachers took any training courses for using technology in Kurdistan. For that reason, Table 19 will give more detail about the rates and percentages of the participants.
Table 19: Training Courses for Teachers in Kurdistan

<table>
<thead>
<tr>
<th>Options</th>
<th>Partic. No. 38</th>
<th>PC. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>23.3%</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>37.2%</td>
</tr>
<tr>
<td>I learned by myself</td>
<td>17</td>
<td>39.5%</td>
</tr>
</tbody>
</table>

Question six is about whether teachers are confident while they are using technology inside classes in front of their students. In table 20, the results are shown.

Table 20: Using ICTs with Confident

<table>
<thead>
<tr>
<th>Feeling Confident</th>
<th>Partic. No. 38</th>
<th>PC. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>91.2%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>2.9%</td>
</tr>
<tr>
<td>No, I am sometimes afraid of using any technology.</td>
<td>1</td>
<td>2.9%</td>
</tr>
<tr>
<td>No, I cannot use it by myself, I need help.</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>I need training courses of using technology for teaching English</td>
<td>1</td>
<td>2.9%</td>
</tr>
<tr>
<td>I do not like to use any technology for teaching English</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>2.9%</td>
</tr>
</tbody>
</table>
Question seven is about whether government supports and provides technology for teaching English in the teachers’ schools. The results are shown in Table 21.

**Table 21: Government Provision of Technology**

<table>
<thead>
<tr>
<th>Options</th>
<th>Partic. No. 38</th>
<th>PC. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>42.4%</td>
</tr>
<tr>
<td>They do, but it is not enough</td>
<td>13</td>
<td>39.4%</td>
</tr>
<tr>
<td>I use my own device</td>
<td>5</td>
<td>15.2%</td>
</tr>
</tbody>
</table>

Question eight is about which one of the public schools or private schools care for using technology more. The result is presented in Figure 4.

![Figure 4: Using ICTs in Private and Public Schools](image)

Question nine is about the culture of the schools in Kurdistan, how the school administration staff support using technology in the schools for teaching English. Table 22 shows the results of the participants.
Table 22: School Staff Supports Using ICTs

<table>
<thead>
<tr>
<th>Options</th>
<th>Partic. No. 38</th>
<th>PC%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>61.8%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>11.8%</td>
</tr>
<tr>
<td>Not enough</td>
<td>9</td>
<td>26.5%</td>
</tr>
</tbody>
</table>

Question ten is about what are the challenges of using ICTs in the schools in Kurdistan.

In Table 23, those challenges with the results of the participants are presented from the teachers’ perspective.

Table 23: Challenges of Using ICTs

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Partic. No. 38</th>
<th>PC%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting old (Old generation do not use technology)</td>
<td>9</td>
<td>27.3%</td>
</tr>
<tr>
<td>Lacking technological devices or having no access to technology</td>
<td>14</td>
<td>42.4%</td>
</tr>
<tr>
<td>Lacking training courses for teachers</td>
<td>10</td>
<td>30.3%</td>
</tr>
<tr>
<td>Lacking space in schools</td>
<td>14</td>
<td>42.4%</td>
</tr>
<tr>
<td>Student's incompetence of using ICT</td>
<td>6</td>
<td>18.2%</td>
</tr>
<tr>
<td>Lacking internet</td>
<td>18</td>
<td>54.5%</td>
</tr>
<tr>
<td>Lacking electricity</td>
<td>22</td>
<td>66.7%</td>
</tr>
</tbody>
</table>
Question eleven is about how technology helps teachers to teach in the schools while they are teaching the English language, or what are the effective ways of taking benefit from using ICTs in the teachers’ perspective. For that reason, Table 24 shows the results of the participant teachers.

Table 24: Areas of Teaching and Learning that ICTs Help

<table>
<thead>
<tr>
<th>Areas of teaching and learning</th>
<th>Partic. No. 38</th>
<th>PC%</th>
</tr>
</thead>
<tbody>
<tr>
<td>It increases my authority and power in class</td>
<td>9</td>
<td>27.3%</td>
</tr>
<tr>
<td>It makes a class collaborative</td>
<td>12</td>
<td>36.4%</td>
</tr>
<tr>
<td>It increases student's cognitive competence and creativity.</td>
<td>14</td>
<td>42.4%</td>
</tr>
<tr>
<td>It makes students independent and confident.</td>
<td>13</td>
<td>39.4%</td>
</tr>
<tr>
<td>It facilitates teacher-student relationship in class.</td>
<td>10</td>
<td>30.3%</td>
</tr>
<tr>
<td>It facilitates teaching.</td>
<td>17</td>
<td>51.5%</td>
</tr>
<tr>
<td>It attracts the students to the lesson.</td>
<td>19</td>
<td>57.6%</td>
</tr>
<tr>
<td>It saves effort and time of the lesson.</td>
<td>15</td>
<td>45.5%</td>
</tr>
<tr>
<td>It helps to make student’s assessment.</td>
<td>7</td>
<td>21.2%</td>
</tr>
</tbody>
</table>

Question twelve is about teachers’ response toward using ICTs whether ICTs help their students to learn English or not. Table 25 will present the teachers’ responses as the results for the question.
Question thirteen which is related to the previous one is about which of the skills of the English language is improved by using ICTs in teachers’ opinions. Those skills and their percentages are shown in Table 26, according to the teachers’ perspective.

Table 25: ICTs Help learning English

<table>
<thead>
<tr>
<th>ICTs help to Learn English</th>
<th>Partic. No. 38</th>
<th>PC.%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>93.9%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>I do not Know</td>
<td>1</td>
<td>3%</td>
</tr>
</tbody>
</table>

Table 26: Improving skills by ICTs

<table>
<thead>
<tr>
<th>Skills</th>
<th>Partic. No. 38</th>
<th>PC%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>22</td>
<td>66.7%</td>
</tr>
<tr>
<td>Writing</td>
<td>8</td>
<td>24.2%</td>
</tr>
<tr>
<td>Reading</td>
<td>11</td>
<td>33.3%</td>
</tr>
<tr>
<td>Listening</td>
<td>24</td>
<td>72.7%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>21</td>
<td>63.6%</td>
</tr>
<tr>
<td>Grammar</td>
<td>9</td>
<td>27.3%</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>13</td>
<td>39.4%</td>
</tr>
<tr>
<td>Spelling</td>
<td>5</td>
<td>15.2%</td>
</tr>
</tbody>
</table>
The Importance of Using ICTS for Learning and Teaching the English Language in Kurdistan of Iraq

<table>
<thead>
<tr>
<th>Reason</th>
<th>Partic. No. 38</th>
<th>PC%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>16</td>
<td>48.5%</td>
</tr>
<tr>
<td>Accuracy</td>
<td>5</td>
<td>15.2%</td>
</tr>
<tr>
<td>All the above</td>
<td>7</td>
<td>21.2%</td>
</tr>
<tr>
<td>None of the above</td>
<td>1</td>
<td>3%</td>
</tr>
</tbody>
</table>

Question fourteen is about whether online studying is necessary in Kurdistan or not in the perspective of the teachers. The reasons and their percentage rates are shown in Table 27.

**Table 27: Reasons of Online Studying**

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Partic. No. 38</th>
<th>PC%</th>
</tr>
</thead>
<tbody>
<tr>
<td>It saves time, effort, money.</td>
<td>14</td>
<td>41.2%</td>
</tr>
<tr>
<td>It makes easy to be in touch with students.</td>
<td>15</td>
<td>44.1%</td>
</tr>
<tr>
<td>It increases the chance of having another job or extra work.</td>
<td>15</td>
<td>44.1%</td>
</tr>
<tr>
<td>It can be outside of school no barriers of time and place.</td>
<td>12</td>
<td>35.3%</td>
</tr>
<tr>
<td>It encourages students to get more information.</td>
<td>15</td>
<td>44.1%</td>
</tr>
<tr>
<td>It is cheaper.</td>
<td>7</td>
<td>20.6%</td>
</tr>
<tr>
<td>It facilitates exams and assessments.</td>
<td>8</td>
<td>23.5%</td>
</tr>
<tr>
<td>All the above</td>
<td>6</td>
<td>17.6%</td>
</tr>
<tr>
<td>None of the above</td>
<td>1</td>
<td>2.9%</td>
</tr>
</tbody>
</table>
Question fifteen is about the teachers’ opinion whether social media networks are important for learning the skills of the English language or not. Table 28 will show the results as the following.

**Table 28: Using Social Media Networks for Learning Skills**

<table>
<thead>
<tr>
<th>Using Social Media</th>
<th>Partic. No. 38</th>
<th>PC%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>55.9%</td>
</tr>
<tr>
<td>No</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Sometimes</td>
<td>15</td>
<td>44.1%</td>
</tr>
<tr>
<td>Other</td>
<td>----</td>
<td>----</td>
</tr>
</tbody>
</table>

Question sixteen is about what are the bad sides of using technology in the teachers’ perspective for the students. In Table 29, there are some negative sides of using ICTs with their rates in the perspective of the participant teachers towards their students.

**Table 29: Negative Sides of Using ICTs**

<table>
<thead>
<tr>
<th>Bad sides of Using ICTs</th>
<th>Partic. No. 38</th>
<th>PC.%</th>
</tr>
</thead>
<tbody>
<tr>
<td>It reduces my power or authority as a teacher in class</td>
<td>4</td>
<td>12.5%</td>
</tr>
<tr>
<td>It distracts students from their learning to other things like games</td>
<td>14</td>
<td>43.8%</td>
</tr>
<tr>
<td>It wastes student’s time.</td>
<td>1</td>
<td>3.1%</td>
</tr>
<tr>
<td>It reduces student's ability to learn.</td>
<td>2</td>
<td>6.3%</td>
</tr>
<tr>
<td>It encourages students toward failure.</td>
<td>1</td>
<td>3.1%</td>
</tr>
</tbody>
</table>
4.3 Results and the Discussions

4.3.1 Usage of ICTs According to the Students’ and the Teachers’ Perspective

This section discusses the results of both surveys from the teachers and the students’ perspectives. After that, the results are compared to previous data from other researchers in order to give more detail about the situation in Kurdistan.

4.3.1.1 ICT Usage by the Students and Teachers in Kurdistan

According to the findings of the student’s survey, the majority of the participant students in Kurdistan of Iraq use technology or ICTs for learning the English language. Table 1 shows that regularly (56.7%) of the participants use it and (28.3%) of them use ICTs sometimes. Only, 15% of them do not use it which is somehow a small amount of them. This phenomenon is not only in Kurdistan, but there are other countries show that using ICTs is in progress, for instance, Albugami and Ahmed (2015) refer to the increase of using ICTs in Saudi Arabia as an example. Relating to that, results in Table 6, show students keenness for using ICTs in Kurdistan in which only (1.6%) of the participant students do not like ICTs, which is a very low rate, but (71.7%) like using ICTs, (15%) use it sometimes, and (11.7%) would like to blend it with the traditional way of teaching. Having this evidence will show that students in Kurdistan can go through more
progress in using ICTs because of the current interest of technology that obsessed the users in Kurdistan.

Comparing those results from the students’ to the teachers’ usage of ICTs for teaching English in Table 18, which show that (52.9%) of the participants regularly use ICTs, and (20.6%) of them use it sometimes for teaching English. In addition to that (14.7) of them would like to blend using ICTs with the traditional way of teaching. However, only (11.8%) of them do not use ICTs. These results might fortify that ICTs are used by teachers in Kurdistan to a good extent as the students do. Consequently, it seems both results from the participant students and teachers in Kurdistan somehow close to each other, which indicates that there might be a harmony between both sides. In that respect, Watson (2001) talks about the necessity of using ICTs in United Kingdom (UK) because it can make change in learning, and styles of learning and it makes it necessary. For that reason, Kurdistan students and teachers might use ICTs more for improving the teaching and learning system of English in Kurdistan. Additionally, the next section will be about the extent of using ICTs by the students in Kurdistan.

4.3.1.2 The Extent of Using ICTs in Kurdistan by the Students

The extent of using ICTs in Kurdistan can be relative among the participant students. There are some students who use technology for learning English very often. As in Figure 2, shown, on the scale of 0 to 5, (67.7%) of the participant students indicate that their ICT usage is above 3. Also, (32.3%) of them is under 3 that means they might not use ICT very much. These results can be interpreted as the students like to use ICTs that is why this high extent is keen on
it. For that reason, Livingstone (2012) states that students or kids are more attracted to
technologies that encourage their learning. This might be because kids find fun and
entertainment in using technology. As a result, this high percentage of the participants in
Kurdistan might indicate the same reason that ICTs are more entertaining and attracting to the
students. Relating to ICT usage, the next section is going to be about the students’ evaluation for
their teachers’ usage of ICTs.

4.3.1.3 Student’s Evaluation of Their Teacher’s Usage of ICTs in School

The student’s evaluation of their teachers’ use of ICTs is shown in Figure 3, on a scale of
(0 to 5). The results show that (54.7%) of the teachers are using technology above level 3
according to the student’s evaluation, which is a good rate. Another rate of (25%) of the teachers
are on level 3, but those teachers who cannot use technology well or their level is below 3 on the
scale, are (20.3%). These results show that teachers in Kurdistan have knowledge of using ICTs
to a good extent. Additionally, those results of the students’ evaluation are supported by the
teachers’ results in Table 20 which is about how much teachers are confident when they use
ICTs. The results show that (91.2%) of the participants teachers are confident when they use
ICTs. However, those who are not confident or afraid of using ICTs are a few of them which is
(2.9%) of them that need training courses of using technology for teaching English. Also (2.9%)
of them think of other reasons without specifying it. According to these results even there are
teachers who are not confident or afraid of using ICTs in front of their classes (Technophobia) in
Kurdistan, but it is not in that much rate among the teachers. This rate might refer to those
teachers who maybe elderly or still inclined to the traditional methods of teaching. In spite of
that, it proves that the students’ evaluation for their teachers were correct. However, these results are applicable to the participants of this study because there might be some teachers who are not used to ICTs yet. According to these results, it indicates that there might be some kinds of teachers regarding using ICTs. For that reason Goodwyn, Adams and Clarke (1997) talk about types of teachers: first those who are fearful of using technology because they are older and ICT is anxiety for them. This type is quite exists among the older generation teachers because it costs them lots of effort to cope with the new changes especially with technology. The second group, ‘the unresolved’ those who are willing to change their concept of literacy, but with mixed feelings or doubt. This one might be somehow common in Kurdistan because of transferring from a traditional method of teaching to a communicative (ICT based) method of teaching. They do not know to follow which one for sure. The third can be ‘the optimists’ or the pro ICT teachers who believe that ICT truly supports the English language teaching. According to the results, it is clear that there are many teachers as the pro ICTs in Kurdistan.

Regarding teacher’s well-using technology in classrooms, Wastiau, et al.(2013) state that teachers should involve themselves in using technology or ICTs in their daily lives. As a result, they will have enough skills and knowledge to extend their digital competence and their students will be satisfied as well. In the results only (20.3%) of the teachers were under level 3. This rate is somehow low for Kurdistan because there are still teachers who are not used to use ICTs in the schools for different reasons, such as age, or not having access to technology. For that reason Law (2008) claims that teachers still need to be professionally ready and developed in regard of their technological trainings in schools. This result of the teachers’ evaluation in Kurdistan can hint the teachers to use and practice technology more and more to lead the students better. In
addition to that, it is worth mentioning in the next section to refer what kinds of ICTs are available or most used by students and teachers in Kurdistan.

4.3.1.4 Kinds of ICTs Used by Students and Teachers in Kurdistan

According to the common types of ICTs or technologies that are frequently used in Kurdistan by the students, there are some devices such as cellphone, computer/laptop, tablets, TV/radio, mp3 player, cassette/audio CD player, iPod/flash player, data show/projector, and printer/scanner/photocopier. Among these devices cellphones, computers, TV/radio, mp3, cassette, flash, audio players, and data show/projectors are the most common used in the schools or the educational environments by the student participants, especially, cellphones which scored (73.8%) as in Table 2. This might be because cellphones are more handy and portable that students can install many English language oriented applications on them. They also use it for communication which is another factor, as Christenson (2010) defines ICT as “technologies that provide access to information through telecommunications. It is similar to information technology (IT) which includes the internet, wireless networks, cell phones, and other communication mediums.” This definition clarifies that the devices are more communicative purpose oriented. After that, computers, then audio players come. After that television and radio, then data show/projector, printer/scanner, and photocopier, and tablets scored the lowest. These devices seem to be available to some extent in the schools. However, there is a small amount of the participant students who do not use ICTs at all (8.2%). Levy (2009) claims computers and any electronic devices that are used for teaching such as multimedia, smartphones, tablets count as ICTs.
In that respect, Njọkụ (2015) indicates to some of the ICT devices such as radio, television, videotape, audiotape, tape recorder, compact disc (CD), digital versatile disc (DVD), flash drive, telephone (both fixed line and mobile), satellite systems and computer hardware, software and networks. Anderson (2010) shows many ICT devices from UNESCO (2010) in Figure 1, which includes all those devices that are mostly used in Kurdistan by the students. As a result, Kurdish students can take benefit from any of those devices that are available in Kurdistan for learning English and enhancing their skills. In spite of ICT types, there are benefits and reasons of using ICTs in the next section.

### 4.4 The Benefits or Reasons of Using ICTs in Kurdistan in the Students’ Perspective

There are many different benefits or reasons that students use ICTs in Kurdistan regarding learning the English language as their second or foreign language. As the participant students in Table 3, use ICTs for many reasons for improving the English language skills, for example, the four skills of (writing, reading, listening, and speaking) that scored a considerable percentage. The first skill is about writing in the next section.

#### 4.4.1 Writing

In Table 3, for improving writing skills (38.3%) of the participants use ICTs. This is somehow a good result that students in Kurdistan can benefit ICTs for writing. There are many ways of improving writing such as writing texts, posts, and blogs. For that reason Miyazoe and Anderson (2010) talk about using Forums, Blogs, and Wikis in an EFL (English as foreign
language) environment. Their findings were positive and that means the three different online writing tools in an EFL context increase students’ language learning progress in writing. As a result, students in Kurdistan can take benefit from using such online tools for improving their writing skills. That can be accomplished by writing blogs, short summaries, about any topic that their teacher or their group posts online. The next section will be about reading skills which include pronunciation and comprehension skills as well.

4.4.2 Reading, Pronunciation and Comprehension

Another reason of using ICTs is for improving reading and pronunciation skills in the English language. A considerable amount of the participant students (30%) use ICTs for improving reading and pronunciation skills in the English language. This benefit of using ICTs is common in other places since there are many various ways of using ICTs. For example, Becker (2000) mentions Talking Books which are recorded readings of books. These Talking Books stimulate learners to enhance reading skills because of the pronunciation, the sound or animation as well. As a result, students in Kurdistan can take benefit from the talking books for improving reading and pronunciation skills. Additionally, Dreyer and Nel (2003) talk about a technology enhanced feature, namely Varsite which is an LCMS (Learning Content Management System). They claim that technology-enhanced environment multiplies the effect of improvement of reading strategies and comprehension through those texts they have access to them. In that manner, schools in Kurdistan can have such technology-enhanced environment to enhance the student’s reading skills.
Additionally, in Table 3, (18.3%) of the participants benefit ICTs for comprehension which can be connected to the results that are related to reading. This is because reading and comprehension are interrelated. In that perspective, Young (2008) talks about using Talking Books, and he mentions that it is not necessary for a student to read well when they use Talking Books for reading a text. This is because the text is highlighted from left to right while a narrator reads expressively. It is with animations that assist understanding and comprehending the text. As a result, using Talking Books might facilitate reading and comprehension for students in Kurdistan as well. The next section will be about using ICTs for improving listening.

### 4.4.3 Listening

Improving listening is another benefit of that (23.3%) of the participants use ICTs for. This percentage is lower than reading and writing rates, but still it is important for students to use technology or ICTs for improving listening in learning the English language in Kurdistan of Iraq. For example, Nachoua (2012) indicates that listening is intricate to teach by the teachers, but “using CALL is a motivating method and computers are worthwhile tools to be used in second/foreign language classes to develop students’ listening skill. Since Kurdish students use laptops and computers to a good extent, it might be good for them to use CALL for improving their listening skills. This technique is so common in Kurdistan, teachers play audio files such as stories, poems, or songs then the students are asked for listening to the pronunciation of the words, to the rising or falling tones. In this way teachers can increase their students listening ability which is also fun. The next, section is going to be about using ICTs for speaking.
4.4.4 Speaking

Participants use ICTs for improving speaking skills in the English language with the percentage of (21.7%) as in Table 3. There are many ways of using ICTs for enhancing speaking skills. For instance, Hashemi and Aziznezhad (2011) show the significance of Oovoo and Skype that enable learners to interact or chat to form a virtual class. These tools provide authentic learning experiences to internalize language. Students can speak and practice, and learn their language while they video chat with each other. Kurdish students also can take benefit from such strategy if their teachers encourage that kind of using with them. Another good example of using technology for improving speaking can be the one which Kirkgoz (2011) indicates that the use of video camera as a technological tool had a positive impact on learners’ viewing and critically evaluating their speaking tasks. This is due to using technology to record student’s speaking L2, which provided a meaningful way of technology use. It permits students to listen and make correction to improve their pronunciation and oral communication skills where it was needed. In this entertaining way Kurdish teachers can also take benefit from the use of ICTs to improve their students’ speaking skills. In addition to that, some of the participant students (10%) want to know how native speakers speak through using technology or ICTs. This can be accomplished through watching movies, short videos on social media networks such as YouTube.

Finally, it is clear that using ICTs for improving writing scored the highest percentage. That might belong to the reason that students use applications or technological devices such as cellphones for writing tasks such as texting, writing posts on social media networks more than for other tasks such as speaking, reading, listening in English. Another benefit or reason that the participants use ICTs is for improving grammar skills in the English language. This rate of
(21.7%) of the participants is somehow low, but it indicates that students are caring for grammar. However, in the CLT (Communicative Language Teaching) approach grammar is not highly focused, but real world situations.

4.5 The Skills Students Improve by ICTs in the Teacher’s Perspective

In Table 25 the participant teachers show that (93.9%) of them think that using ICTs help their students to learn English. Only (6%) of them are not sure that ICTs help their students to learn English which is a very low rate. This result indicates that teachers are sure to a certain extent that using ICTs assist their students to learn English. In accordance of that high rate, in Table 26, there are those skills that the participant teachers assume their students to improve via ICTs. Improving these results are the benefits of using ICTs, and the first one is speaking skills.

4.5.1 Speaking

As a result for speaking (66.7%) of the participant teachers think that using ICTs help their students to improve their speaking skills. This might be most of the means of communications like social networks and the communication devices are used very much for speaking services. Also, Drigas and Charami (2014) claim that using many sources of multimedia tools such as digital stories, Mp3 recordings or podcasts enables students to hear authentic and native pronunciation of the words when they listen to a recording. In addition to that (48.5%) of the participant teachers also think that ICTs can improve students’ fluency which is related to speaking. When students practice on online applications, such as those are for
communication Messenger, Viber, and Skype, they improve their fluency when they speak in English. Hoopingarner (2009) suggests that learner’s pronunciation can be influenced by interacting with technological tools such as computer software or applications that are designed for voice recognition. For supporting his suggestion, currently Skype has that feature which recognizes the voices and translates it into many international languages when people use it for calling. This technique might be a good help for students if they are interested to use for communication in English. They can improve their fluency and pronunciation as well. Fluency is also related to speaking, that is why the next section is about fluency.

4.5.2 Fluency

Relating speaking and fluency, in Table 26, (39.4%) of the participant teachers think ICTs help improving pronunciation, and reading with the rate (33.3%). Both skills are related to each other and with speaking and fluency. Improving any of them helps improving the other. For instance, if a student speaks fluently, that might help him/her to pronounce words appropriately. If he pronounces the words well, then he/she can read well too. There are many ways of improving them, for example Fu (2013) points to the e-books which are commonly used in reading aloud activities. He mentions that students can access all types of texts from beginning to advanced levels with ease through computers, laptops, personal digital assistants (PDAs), or iPads. Sometimes, these e-books may come with some reading applications, which offer a reading-aloud feature, relevant vocabulary-building activities, games related to reading skills and vocabulary acquisition. According to the results, this can be useful for students in Kurdistan if
they follow those applications or ways of improving fluency, pronunciation and reading. In addition to that, the next section is about vocabulary improving.

4.5.3 Vocabulary

Vocabulary is also another skill that teachers want their students to improve. In Table 26, (63.6%) of the teachers think that their students improve their English language vocabulary through using ICTs. Since students have exposed to a lot of resources online or offline, they also react with the content of those resources. Through practicing any of the skills of language (reading, writing, speaking, or listening) students will face new words or vocabularies, and they look for the meaning, and the usage. For example, Matsunuma, and Suzuki (2013) state that second language learner’s vocabulary recalling increase by listening to the CALL software. That means there are many options for students to recall their vocabularies such as playing vocabulary games online on computer or any devices. As a result, students in Kurdistan can take benefit from those strategies that their teachers recommend for them. Their high result shows that they can benefit any of those ways that ICTs are involved. Additionally, Accuracy and grammar are two other skills that are presented in the next section.

4.5.4 Accuracy and Grammar

Accuracy and grammar are also types of skills that students might want to improve. However, that might not be necessary in the very basic stages of language learning, but still it should be improved. As a result, (27.3%) of the participant teachers think that grammar can be
improved by using ICTs, relating to that accuracy also rated (15.2%). Regarding these skills, Levy (2009) refers to using technology for improving L2 writing skills, such as automatic detection of grammatical errors, spell check among other auto-corrections when writing in L2. Word processing software prompts students to make corrections when they are writing. As a result, when students write blogs, emails, and journals or review each other’s work to give feedback, they develop their grammatical and accuracy skills as well especially in writing tasks. Teachers in Kurdistan can focus on such skills, but according to the new approach of CLT the focus is on communication and interaction and real life tasks, not on grammar as stated by Graham and Parry (2007). Although the results were not that high, but teachers in Kurdistan still care about grammar and accuracy because there are many differences between Kurdish and English grammar. In addition to that, the next section is about improving listening skills.

4.5.5 Listening

According to listening results in Table 26, (72.7%) of the participant teachers think that ICTs can improve their students’ performance for listening. According to those devices that are available in the schools, audio or CD players are more available than other devices because at least the teachers can afford it even if government does not provide them. When teachers play their audio files, their students can listen and improve their listening. Relating that, Verdugo and Belmonte (2007) refer to the effects that digital stories have to improve listening comprehension in English as a Foreign Language. They state that although listening comprehension is a challenging skill to acquire or to teach, but having such listening activity (listening to the digital stories) develops the learners listening skills in a fun and motivational way. According to the
results, teachers in Kurdistan can benefit such technique and use it for their students. The next section is about writing skills which is another important skill to be improved.

**4.5.6 Writing**

Regarding writing in Table 26, (24.2%) of the participant teachers think that ICTs help students to improve writing. This rate is lower than listening and speaking, but it is considerable. Students in Kurdistan use instant messaging and some texting application that might help them to improve their writing skills. Also teachers sometimes have writing blogs and anecdotes as tasks for the students especially on social network websites such as Facebook, and Skype. For this purpose, Vurdien (2013) refers to some specific writing tasks on computer such as letter writing, report, proposal, and articles. He mentions that writing personal blogs can encourage and motivate learners to build their writing skills through self-reflection and peer feedback. Consequently, teachers can follow such ways of enhancing their students’ writing skills. Additionally, spelling is also related to writing for that reason (15.2%) of the participant teachers think ICTs can help students to improve their English spellings. This can be accomplished by some spell check application during writing, for example in Microsoft Word students are notified if they make a spelling mistake. Then, Kurdish students can take benefit of such features when they use ICTs.

Generally, (21.2%) of the participant teachers think all the skills in Table 26, can be improved, and only (3%) of them disagree with that. Those results show that teachers in Kurdistan are zealous to teach their students via using ICTs in many different ways that are
available. Improving all those skills can be a witness for that. Moreover, there are other areas to be improved by ICTs. The next section is about how ICTs increase students’ cognitive abilities.

4.6 ICTs Increase Student's Cognitive Competence and Creativity

In Table 3, (10%) of the participant students use ICTs because it increases their cognitive competence in the English language and makes them creative. This might work when there are a lot of resources in the world of ICTs. Students can make their own way for learning English. For example, anecdotally, a student in one of the schools in Kurdistan tried to translate some English songs from using dictionary on his cellphone. Although, his English proficiency was not that high but it was a good try that he could motivate his peers. For the sake of that, Njoku (2015), Morales (2014), and Fu (2013) explain that when a student tries to read on his/her technological device there are lots of different features that ignite his/her skills such as using the pronouncing feature that pronounces the words appropriately, reading or dictating features in some applications that reads out loud the sentences or the words for ESL learners.

Additionally, in Table 24, for the same reason (42.4%) of the participant teachers agree with that. That will help Kurdish ESL learners to activate their abilities to learn the skills of English language as a foreign language. Livingstone (2012) supports that idea and claims that increasing performance through using technologies, and states that sometimes using computers or the internet at school increases student’s performance comparing to those who never use them. As a result, students in Kurdistan can benefit ICTs for improving their critical thinking in schools. The next section is about another benefit that ICTs can save effort and time.
4.7 ICTs Save Effort and Time

As in Table 3 shown, saving time and effort and doing homework is another benefit that the participants are using ICTs. A considerable percentage of them (30%) think that using ICTs can save them time and effort. Comparing that result to what the teachers say about saving effort and time in Table 24, the percentage is higher (45.5%). For this purpose, Mcilroy, Sadler, Boojawon (2007) claim another benefit for both teachers and students is using it for library catalogue, accessing electronic journals and conducting keyword searches in order to take benefit for updated research materials; that helps both students and teachers in accomplishing their tasks. In this way teachers and students can save time and effort looking for resources. In addition to that, Khan, Bhatti, and Khan (2011) talk about the use of ICT which reduces the time that is necessary for achieving information for students. They can access and disseminate electronic information like e-books, and e-journals online. They can improve their learning by using different modern ICTs in form of wireless networks, internet, search engines, databases, websites and web 2.0 technologies. This result of Kurdish students and teachers indicate that they are using technology for doing their tasks in schools or the universities for ICTs facilitate their work.

However, a small percentage of the participants use ICTs for doing homework which is (8.3%). This result is somehow low, but it indicates that there might be lacking of using ICTs in the institutions. For that reason Kent and Facer (2004), and Fu (2013) agree with that idea that using computers in the schools eases student’s work when they can copy and paste their tasks and homework with their classmates. As a result, students in Kurdistan can care more for using ICTs for doing their homework. In addition to that, the next section is about how ICTs make students confident and independent.
4.8 ICTs Make Students Confident and Independent

Another benefit of using ICTs is to make the students feel independent and confident while they are learning English. The results in Table 3 showed that (36.7%) of the student participants feel independent and confident when they use technology for learning the English language. According to the teachers participants in Table 24, (39.4%) of them think that ICTs make the students independent and confident while they are learning English. A good example is by Yip and Kwan (2006) who indicate that online games provide independence for the students. They mention that there is a difference between those students who learn vocabulary through ICTs and those without it (the traditional or face to face learning). Through using online vocabulary games and the traditional way of learning vocabulary, they found out that playing online vocabulary games allows students to learn better and be able to recall more words than the first group who did not try the online game. This result can be interpreted with that for the group who showed more vocabulary acquisition is that those learners like being independent, which is something that the online games provide. Students in Kurdistan can be more independent and have more confidence when they learn the English language, because through using technology they can reach more sources without their teachers’ help. Additionally, the next section is about how ICTs provide collaboration inside the classroom.

4.9 Providing Collaboration in Classroom for Teachers and Students

The last benefit in the survey was about using ICTs for increasing collaboration between students, as a result, in Table 3 (18.3%) of the participants think that technology can increase communication and collaboration between the students. This benefit is highly required in current
methods (CLT) of teaching and learning English not only in Kurdistan, but around the world. For instance, Koc (2005) explains that ICTs enable students to communicate, share, and work collaboratively. This can be accomplished with teleconferencing as an example to provide a collaborative classroom. A teleconference could invite and connect students wherever they are around the world. There are many applications that can provide that feature for the Kurdish students in Kurdistan, such as Face book messenger, Viber, Skype, and Face time. Students will be able to interact and communicate with each other about the language learning tasks that they have to do through such applications. Also, Motteram (2013) mentions a case study of using VC (video conferencing) for developing spoken language skills and cultural understanding. In Taiwan, the National Taipei University of Education has been using video conferencing to support learners and teachers to provide a more collaborative environment for learning and teaching. The children were able to interact with the reader if they have any question about the content of the readings in their first language. Consequently the children achieved a huge amount of development of oral skills, reading and writing from the VC sessions. The result of the Kurdish participants from this study indicates that it is true that ICTs can provide collaboration and communication between the students, but it is a little low if it is compared to other countries like United Kingdom, or the United States.

Regarding teachers’ idea about collaboration, in Table 24, (36.4%) of the participant teachers think that ICTs can provide collaboration inside the classroom. In addition to that (30.3%) of them think it facilitates teacher-student relationship. In that regard, Hennessy (2005) pointed out that the introduction of ICTs could act as a catalyst in stimulating teacher-student relationship, peer discussion, exploration, analysis and reflection, probing, assistance, and feedback. As a result, teachers and students in Kurdistan can be collaborative through using
technology. For instance, when teachers and students use social networks, like Facebook groups or any other application, they interact with each other and learn from their peers as well. Currently, students and teachers in Kurdistan have many English language groups on Facebook. Teachers use these groups for giving topic assignments, or discussions for the students. Although it might be outside of the classroom, but still it provides and impacts collaboration into class and between them. Finishing with the benefits, which there might be many other benefits, but in this study those were the main benefits. The next section will be about the challenges of using ICTs in Kurdistan.

4.10 Challenges of Using ICTs in Kurdistan of Iraq

Using ICTs in Kurdistan has its own challenges that based on the area and specific factors that are currently going on there. In Table 11 there are some of those challenges that students in Kurdistan might have. These are the following challenges:

4.10.1 Access to the Technological Devices in Students Perspective

Fu (2013) states that availability and accessibility of ICT equipment is significant to overcome. In Table 11, a considerable rate of the participants (15.3%) indicates that having access to the technological devices is a challenge. This might not be only in Kurdistan, but other places might suffer from this challenge. For instance, Billy (2015) points out that in the United States of America (30%) of the families do not have access to computer which affects their kids’ performance in school. This issue might be in Kurdistan too, schools might have shortage of
computers. Also, students might not afford the price of a device in the black market. Albugami and Ahmed (2015) return that responsibility to the government, as they talk about Saudi Arabia’s government. As previously the role of Kurdistan Regional Government was discussed, it might be their job to provide enough ICT devices to give access to Kurdish students to ICTs. This is due to the result of (67.8%) of the participants indicates that their schools do not have enough technological devices and they are outdated. Since Kurdistan is still new to use ICTs and they are in the beginning of the process, providing them needs time and budget.

The same challenge of having access to technology by the teacher participants is also mentioned as an effective one. Although most of the teachers have access for ICTs as in Table 15 mentioned which might be their own devices, but (42.4%) of them think that having access to technology is a big challenge for teachers and students as well in Table 23. It affects their performance of learning and teaching in the schools. This issue might be similar to the previous ones that related to people’s economic status or government. In that respect, Kukulska-Hulme and Shield (2008) claim that using technological devices for language learning is still new, it needs time to be fully embedded and practical. Kurdistan is like other developing countries, and still in the basic stages of integrating ICTs in education. There might be more to be done to get this mission done. In addition to that, the next section is about having access to technology and the common types of ICT devices in the teachers’ perspective.

4.10.1.1 Access to Technology and Common Used Types of ICTs in Teacher’s Perspective

According to the results in Table 15 for teacher’s access for ICT devices, it shows that (90.9%) of the participant teachers has access to ICTs, and only (9.1%) of them do not have.
There is a big difference between this result and the previous result of the students in Table 11. This might belong to that teachers can afford devices, or they are more familiar with technology than the students.

Regarding the available types of ICTs in the schools in Kurdistan, there are some types of them in Table 16. Those which are mostly available are Data show / projectors with the rate of (52.9%), CD/audio/ Cassette/ flash player with the rate (50%), and Laptop/ desktop computers with the rate (38.2%). These devices are highly used and depended on in the schools in Kurdistan because they are provided with these types of ICTs, or sometimes teachers can use their own. In addition to that, using TV (8.8%), tablets (5.9%), cellphones (14.7%), headphones (2.9%) are also possible in some schools. Comparing those devices that teachers use the most to the students’, students mostly use cellphones as it is shown in Table 2. However, (8.8%) of the participants think they use all of them, on the other hand (5.9%) of them do not use any of them.

According to access for ICT resources Bingimlas (2009) mentions that lack of access to resources including home access or school access is a barrier that discourages teachers from integrating technology into education, on the contrary teachers will have desire for using ICTs if they overcome the barriers. Fortunately, according to the results, the majority of the participants have access to technology whether in school or at home which indicates that participants are optimistic about the situation in Kurdistan. Relating to that, the next section is about another challenge which is the necessity of training courses for students and teachers.
4.10.2 The Necessity of Training Courses for Students and Teachers

Embedding ICTs into education needs preparation such as training students and teachers how to use the specific applications or devices. The results in Table 4 show that only (14%) of the participants do not need training courses. The majority of them (63.2%) need training courses. Also, (22.8%) of the participants need help from their teachers to use technology at school. These results are contradictory with the percentage of the students’ usage of ICTs (85%). That means, although the majority of the participant students use ICTs, but they also need training courses.

Regarding the students’ knowledge of using ICTs in Table 11, the result shows that (8.5%) of the students do not know how to use ICTs. For that reason, in Table 23, (18.2%) of the participant teachers think that students are incompetent while they are using ICTs in Kurdistan. This means that training courses for students is necessary in Kurdistan. Regarding that issue Wilson and Nativio (2002) prefer training students and make the applications or websites uniform for students to use easily or offer students training courses. Students will face hard times and confusion when they use ICTs if they do not have training courses. As a result, it leads students to late assignments and frustration.

Comparing the results from the students’ to the teachers’ results in Table 19, it shows that teachers are more familiar with using ICTs since (23.3%) of them had taken training courses, and (39.5%) learned by themselves. This might indicate that teachers are more familiar to ICTs than students in Kurdistan. Only (37.2%) of the teachers had not taken training courses which is less than the students’. Similar to that rate, (35.6%) of the participant students state that their teachers
do not use ICTs appropriately. This result is higher if compared to the student’s evaluation of their teachers in Figure 3.

For confirming that result, (30.3%) of the participant teachers in Table 23, indicate that lacking training courses is a challenge for teachers. It affects their teaching while they are using ICTs in front of their students. There are still teachers who need to be trained. For that reason, regarding training courses for teachers, Blake (2009) states that the challenge is more in the face of the teachers than other people because having knowledge of using technology is not intuitive. In support of that idea, Law (2008) claims that teachers still need to be professionally ready and developed in regard of their technological trainings. They have to welcome the orientation and motivation that enables educators to enter a professional network of innovators. Then they can produce pedagogical innovation enhancing their goal, to educate in the 21st century. As a result teachers and students in Kurdistan should go through training courses because there are many various kinds of software or hardware as ICTs to be used for teaching and learning English. The next section will be about another basic challenge that is currently an issue in Kurdistan.

4.10.3 Shortage of Electricity in Kurdistan

Shortage of electricity is also another major challenge that Kurdistan suffer from it. Schools sometimes do not have electricity especially some of those schools that are outside of the cities in the villages. Then, teachers and students are unable to use the ICT devices in the schools, results in Table 11 showed that (45.8%) of the participant students think that shortage of electricity is an effective challenge in Kurdistan. In addition to that, teachers’ results in Table 23 for the challenge of electricity is (66.7%) which is higher than the students’. These results
indicate that still there is work to be done by government to facilitate learning and teaching. Using ICTs needs power and every school should have their own power especially, during the time that they have class.

4.10.4 Having Internet Issue in Kurdistan

Since most of the devices like computers, cellphones, and tablets are applicable to have internet and most of the applications need to use internet. For that reason in Table 11, (32.2%) of the participant students think that lacking internet is another challenge for them to use ICTs in schools. In support of that, Gyamfi and Gyaase (2015) talk about internet access for students outside the university campus or the schools is an obstacle too. As a result, internet is an issue for students in Kurdistan to use ICTs. Regarding the same issue, (54.5%) of the participant teachers in Table 23 indicate that internet is a big challenge because currently most of the application such as social media networks, or wikis, are online. If there is not internet students and teachers cannot be in touch. It affects their communication. Although, many of the students or teachers use portable modems or cellphone internet plans, but as schools there is still lack of internet access in Kurdistan. Additionally, the next section is about how school culture can be a challenge for using ICTs in Kurdistan.

4.10.5 School Culture in Supporting ICTs in Kurdistan

Sometimes the culture or the atmosphere of the school does not support the use of ICTs in Kurdistan which might belong to the staff of the administration or any other reasons.
Albugami and Ahmed (2015), and Fu (2013) state that if a school does not have a literature to create a culture and make the teaching staff believe in using ICTs, then the attempts will go in vain. Relating to that, in Table 11 the participant students with the percentage of (18.6%) think that their school administration or staff is a challenge for using ICTs. This might be some teachers of other subjects feel that the English language as a subject does not need that. Sometimes, some schools do not have enough space for providing a suitable classroom for using ICTs as (39%) of the participant students’ opinion is that lacking appropriate space or rooms for ICTs is a challenge too. In addition to that, the participant teachers in Table 23, show similar to that result which is (42.4%) for not having enough space in the schools. This might be because those building that are now school buildings are old. Sometimes, increasing the number of the students make that problem bigger because the school staff uses those spaces as classrooms. Relating that problem, Tezci (2011) mentions the same issue in the schools in Turkey which because of the large numbers of students, it will be challenging for using ICTs.

Comparing those results to what the participant teachers state in Table 22, shows that (61.8%) of them claim that their schools support using technology, and (26.5%) think their school support but it is not enough. Only, (11.8%) indicate that their schools do not support using technology which is low rate. The results from students and teachers are possible in specific situations in Kurdistan, although according to the majority of the teachers their schools are supporting ICTs which is a positive point. However, (22%) of the participant students think that the curriculum they have at school does not support ICTs, although this result contradicts with the reform of the Kurdistan regional government in 2009 because when the curriculum has been changed, it was changed to an international standard curriculum (Group, (2013) that fit in with ICTs. However, this result can be depended on because that might belong to the situation of
those schools that the participants are from which might not use ICTs. Relating to the curriculum, the next section is about using ICTs with the English textbooks in Kurdistan.

4.11 Using ICTs with the English Textbook in the Schools in Kurdistan

The results in Table 5 show that (79.7%) of the participants want to use ICTs with their textbooks at school, and (15.3%) would like to use it sometimes. Only a small amount of them (5.1%) do not use ICTs with their textbooks. Similarly, in Table 17, according to the participant teachers’ result (76.5%) of them think the text book they teach needs using ICTs, and (17.6%) of them would like to use it sometimes. There is only a small amount of the teachers (5.9%) who do not think their text book needs using technology. In that respect, Chapelle (2010) supports the idea that using CALL has a good impact on using text books for language learning. He indicates that the students improved their use of textbook, LEI (Longman English Interactive) for listening, vocabulary, speaking, grammar, pronunciation, and reading when their teachers used CALL with the textbook. As a result, having this high rate of thinking the textbook needs ICTs by the participant students and teachers in Kurdistan can confirm that using technology is a need for teaching English in Kurdistan. Another point which is related to usage of ICTs in private and public schools is mentioned in the next section.

4.12 Private and Public Schools Use ICTs in Kurdistan

According to the results of a question whether private or public schools are using ICTs more, in Table 7, the results show that (89.8%) of the participants state that private schools are
using ICTs more than public schools, and only (10.2%) of them think that public schools are using ITCs more than private schools. There is a big difference between both results; it is clear that public schools are more than the private schools. Providing ICTs to cover all of those schools might be challenging for Kurdish government at this time. It might need more time and budget to accomplish that. In support to that, according to the participant teachers’ results in Figure 4, teachers believe that (100%) private schools are using ICTs more than public schools and they are well-equipped.

What is available in the private schools might not be available in the public schools, because the public schools are more in number, and the students also are too many in Kurdistan. In Table 21, the teachers show how much government provides ICTs for the schools and teachers to use. Only (3%) of them think government provides, and (39.4) of them think government does but it is not enough. However, (42.4%) of them think they do not provide, as a result (15.2%) of the teachers try to use their own devices for teaching in the schools. Sometimes, this is a big challenge because teachers are not supposed to use their own devices, but they do because they are enthusiastic to teach their students.

Regarding that issue, there are governments which care for this issue, for example, Albugami and Ahmed (2015) talk about the future of ICTs in education in Saudi Arabia as an example that Saudi Arabia government wants to promote using ICTs for a better condition. However, sometimes government’s effort is not enough to cover what is required to be done. Although Kurdistan regional government stepped to a rigorous K-12 curriculum change in the late 1990s and afterwards and provide the necessities for teaching especially for the English language, but still there is that gap to be filled (Group, (2013). This shortage of caring from government might be the reason that (73.3%) of the participant students in Table 8, mention that
government or school administration does not encourage using ICTs. In addition to that, (26.7%) of the participants think that government or school administration encourage using ICT, that low percentage result can back up the fact that the previous results of the private schools are accurate in Table 7. Relating to that, Balisane (2015) found out that there is very little evidence points to embracing modern approaches in relation to computer use being applied in the classroom in those locations (Soran, Choman and Mergasur). Interpreting this might belong to the same reason of lacking care from government. In general Fu (2015) shows that capacity building, curriculum development, infrastructure, policy, and government support are required in order to lower student barriers and improve the effectiveness of ICT use in the classroom. There are other issues as internet or electricity that government should care for; as a result, there should be a big budget for implementing ICTs in education in Kurdistan. Relating to the use of ICTs, using social media and its impact as a resource of ICTs is mentioned in the next section.

4.13 The Impact of Social Media Networks on Learning the English Language

Since social media networks are used broadly in Kurdistan as any other places in the world, they can be counted as ICT resources too. According to participant students’ perspective social media has its own impact on them for learning English in Kurdistan. In that respect, (71.7%) of the participants in Table 9 show that it helps them to improve their English language in Kurdistan. A low percentage of them (8.3%) do not use them and (20%) of them do not think that social networks help. Through using social networks students can interact with each other, using the target language (English language). As mentioned before, Hashemi and Aziznezhad
(2011) talk about the role of Oovoo and Skype that students can use them as a communication and interaction environment to try out their English language skills. Similarly, with the result in this study in Kurdistan the same technique can be applied for the students.

According to the results in Table 10 which are about the skills that students can improve through social media networks, it seems that the participant students benefit using social media for improving the four skills of (writing, reading, speaking, and listening) of the English language. For example, writing skills percentage is (44.9%) which is a good result. It might involve written activities such as instant messaging, texting, writing posts, or commenting on social media networks. Higher than result, reading scored (53.1%) this might include all those topics on social media networks that the students are exposed to. Students, especially young ones are more interested about the news of the celebrities and art as a result they might read those articles that attract them on Facebook, Twitter, and Instagram. Relating to that, speaking skills scored (22.4%) that is lower than others but it might be because of several reasons such as: students might be shy to speak with other people in English because they might afraid of making mistakes; they might not have found someone to speak equivalently for them. Another skill that they think is improved is listening with results of higher than speaking (28.6%). This might be because on social media there are many videos and sound clips that they find it easy to listen. As a result, it seems that the student participants took quite benefit from using social media networks in Kurdistan.

Comparing those results to the participant teachers’ perspective toward the impact of social networks on learning and teaching English in Kurdistan, it is lower than the students’ but it is considerable. For example in Table 28, (55.9%) of them think it usually helps students to improve their English language proficiency. In addition to that (44.1%) of them think it helps
sometimes. Istifci, Lomidade, and Demiry (2011) support that idea by saying that social media applications such as Facebook and Wikipedia are as useful tools as ICTs for learning and teaching because it is engaging students with each other. Since social networks provide the communicative area for the users, then students can develop their English language capacities. Relating to social media networks, there is online learning which is explained in the next section.

4.14 Online Learning in the Perspective of the Students and Teachers

Since Kurdistan is stepping toward using online courses or e-learning, the results in Table 12 show that a low percentage of (18.5%) are not interested in online learning, but a high percentage of (81.5%) of the participants are interested in online courses. For supporting this result, Mahdy and Murad (2017) from SUE (Salahaddin University Erbil) claim that SUE starts E-learning and using ICTs for professors and students. The university attempts to start e-learning through The AVICENNA Virtual Campus project which is dedicated to accelerating the adoption and best use of ICT assisted Open Distance Learning (ODL). UNISCO is also cooperating with SUE for accomplishing the project. This can be an optimistic point that Kurdistan is going to embrace e-learning and distance learning. In addition to that, Mirriahi, et al. (2015) talk about blended learning in University of New South Wales, Australia (UNSW Australia) in which they highly praise the effect of online learning methodologies alongside the growing demand for learner-centered online learning opportunities and the quick growth of Massive Open Online Courses (MOOCs). These examples of using online learning indicate that educational institutions can develop the idea and take benefit from it.
There are some factors that are shown in Table 13, for the interest of the participant students in online courses. (30.9%) of them think online learning saves time, effort and money because it is cheaper. Close to that result, (27.3%) of them think it is cheaper. Comparing these results according to the participant teachers in Table 27, shows the teachers’ result for assuming that online courses save time, effort and money is (41.2%). It is higher than the students’. Also, (20.6%) of the teachers think it is cheaper, almost similar to that of the students’ rate. As it is clear, online courses sometimes are cheaper and easier to manage rather than attending in class courses. They do not use the building of the schools and takes low costs; that is why students are interested in them.

Also (23.6%) of the students think that there is no school barrier of time and place, while for the same reason (35.3%) of the teachers have the same idea in Table 27. When students feel free of schedule and the barriers of school they might perform better. For instance, Thoma (2015) mentions Language barriers especially for the international students who often have trouble following lectures due to language problems. But with video lectures, they can watch the lectures repeatedly until they understand. He also indicates to flexible hours with online courses, the days and times of the lectures and exams are flexible, a huge advantage to students who have scheduling problems due to work, and kids. For these reason online courses are valued in Kurdistan by students and teacher.

In addition to that, in Table 13, (23.6%) of the students prefer online courses because they allow them to do another job. This rate among the teachers is higher (44.1%) in Table 27. This can be an financial reason for both teachers and students as well. For the sake of that, Njuko (2015) states that it is possible to attend to all other crucial duties and still not missing any
teaching or learning session. That means, although teachers or students might be busy with some other work but still they can deliver their assignments to their students via online courses and vice versa. It can be for the same reason that (38.2%) of the participant students like online courses because they think it can keep them in touch with their peers.

Another reason is that the (38.2%) of the participants think they like online courses because they think they get more information. A little higher result than from the students is from the teachers’ perspective which is (44.1%). Teachers and students are agreed that in online courses the students get more information. This might be because the students have more time to digest the instructions and the lesson. They can repeat watching and listening the assignments.

Also, (38.2%) of the students think that they can be in touch with their peers. However, this rate is higher regarding the teachers (44.1%). Teachers can be in touch with their students through online courses and communications. They might use emails, instant messages or any other ways of communication. For that reason Kent and Facer (2004) indicate that many students use instant messages to be in touch with each other online. They noticed that young people were using messages not only for maintaining social relations, but to discuss the school tasks, ask and answer questions about the work, and to exchange ideas and answers. In this way they get more information and be in touch with each other.

The participants also feel focused and independent with online learning, as a result (30.9%) of them supports this cause. Simultaneously, (14.5%) of them think they do not feel the teacher’s pressure. As a result, they think it is more comfortable. In regard of being independent from teachers. Morales (2014) states that L2 learners can take benefit from by obtaining more independence in their learning process. Via CALL learners can remove the barriers of time and
place that they can be beyond school walls and not depending on teachers. Students can accomplish their tasks even they are far from school and teachers. This gives them a sense of independence.

Adding to those reasons (23.5%) of the teachers think that online courses facilitate exams and student assessments. Also, the rate of those students who think all the previous reasons for having interest in online courses are valid is (12.7%) of the participants, but among the teachers is (17.6%). However, (7.3%) of students think none of those factors are reasonable to be engaged with the online courses in Kurdistan, while among the teachers is lower than that (2.9%). All these results indicate that Kurdistan no more is like the 1990s. Online courses in Kurdistan are liked by students and teachers in the universities of Kurdistan try to implement e-learning online.

In spite of that, there are some of the benefits of ICTs that teachers specifically value in the next section.

4.15 The Benefit of Using ICTs in the Teacher’s Perspective

Teachers use ICTs and find them beneficial for a bunch of reasons. In Table 24, those benefits are shown. (27.3%) of the teachers think it increases their authority and power in class. The word power here does not mean the traditional meaning as before, but it implies that ICTs facilitate for the teachers to manage their classes. For confirming that, (51.5%) of the teachers are agreed with that it facilitates teaching. In that perspective, Chapelle (2010) gives an example that teachers had hard times when they wanted to show and explain graphs, diagrams, or any visuals and playing audios during practicing the traditional ways of teaching, but via using ICTs that difficulty has gone. Currently, there are many means for teaching such as those devices that
were previously mentioned, but Njuko (2015) talks about using Microsoft PowerPoint for presenting presentations. This software is very useful for both teachers and students to present their presentation. It gives a different flavor to the lesson and makes the students to enjoy their lesson because sometimes students like to take the role of the teachers and present a topic. For that reason (57.6%) of the participant teachers state that using ICTs attract the students into the lesson. Livingstone (2012) agrees with that idea that kids are more attracted to technologies that encourage their learning when it is used. Consequentially, teachers in Kurdistan can broaden their usage of ICTs inside class for attracting their students in to the lesson. Anecdotally, a teacher in one of the schools in Kurdistan read a text of a song in class, but he felt that the students were not paying attention. Next lesson, he brought a CD player and played the song. He noticed that the kids are moving by the song and they liked it more than when he reads it.

Another benefit of using ICTs for teachers is that it helps them to make student’s assessment. As a result in Table 24, (21.2%) of the teachers think facilitates students’ assessment. Mumtaz (2000), and Njọkụ (2015) claim that ICTs help to manage and administrate big classes with a lot of students. It gives the teacher more prestige and power to administer his/her tasks in school efficiently. Then Njoku adds that not only doing so, but ICTs facilitate teaching for teachers in the way of presenting lessons; lesson planning and student assessment would be easier. For example he talks about LCMS (Learning Content Management System) and LMS (Learning Management System) and their authoring tools. The LMS and LCMS authoring tools are computer programs used for creating contents. Through such system teachers can assess their students’ performance.
4.16 Negative Sides of Using ICTs in Kurdistan

Although ICTs have those benefits that were discussed before, but students and teachers might think that ICTs have some negative sides as well. In that perspective, Koumi (2006) describes ICTs as an attractive technique, but a two-edged sword. That means it can be beneficial or harmful too. It can be beneficial as previously discussed. Simultaneously, it can be harmful for the students in the way when the teacher uses a game for explaining the lesson, even the students might not understand anything but they might say “Yes, we understood”. They may just be interested in the game without understanding the subject. Koumi’s point can reflect the results in Table 14, for instance, (73.2%) of the participant students think that ICTs distract the students to other things like games. For the same reason, lower than that rate for the participant teachers (43.8%) in Table 29, think ICTs distract students. These results are different, but both prove that ICTs can distract students to other things. This is reasonable since most of the devices are able to play games online or even offline. As a result that can make the students busy and waste their time for that reason (35.7%) of the participant students think it wastes their time. On the contrary, in Table 29, according to the teachers only (3.1%) of them think it wastes student’s time.

Relating to that, another negative side of using ICTs is that (23.2%) of the participant students think it reduces their ability to learn. Comparing to what the teachers say (6.3%), it is lower than of the student’s. Moreover, in Table 14, some of the students (17.9%) think that using ICTs can lead them toward failure. While in the teachers’ perspective this rate is lower (3.1%). Those of the teachers think of other negative factors of ICTs is lower (9.4%) than of those from the students (16.1%), but they would not specify any of them.
According to some of the negative features of ICTs Adewunmi (2012) states that sometimes students and teachers can get hooked on the technology aspect rather than the subject content. As a result, that can be counted as wasting time and students do not learn what they are required. He also adds that just because a topic can be taught via ICT, does not mean that it is taught most effectively. What he says can be reasonable for some classroom contexts.

Another (17.9%) of the participants think if encourages them toward failure. This might relate to the previous reason that makes them busy and waste their time. For instance, supposedly a student might use a multimedia application for listening to some of the English words to get the correct pronunciation. After a while he/she may play music instead of that, as a result it leads to failure for that student. In addition to that (28.6%) of the participant students think ICTs facilitate cheating and copying, while in the teacher’s perspective the rate is (21.9%). It is somehow close, that means teachers and students are on the same page regarding that using ICTs facilitate cheating and copying.

For that reason Fu (2013) positively think that using computers in the schools eases student’s work when they can copy and paste their tasks and homework with their classmates. However, there might be situations that this kind of copying can be negative and be the source of cheating from each other. Those results from the participants in Kurdistan, show that still ICTs can be abused or have negative sides in Kurdistan.

Generally, the results show that teachers see less negative sides of using ICTs than the students. That might indicate that teachers are more familiar with using ICTs and know the benefits more than the students.
CHAPTER 5 Conclusions

Using ICTs in Kurdistan of Iraq has its own importance as students and teachers use them in many areas of learning the English language. As the purpose of this study is to demonstrate the importance of using ICTs in Kurdistan of Iraq for learning and teaching the English language, it looks for the evidence that ICTs in Kurdistan are used by students and teachers to a high extent. It also sheds light on both the benefits and challenges with the negative sides of using ICTs in Kurdistan of Iraq.

According to the results, students and teachers in Kurdistan use ICTs for learning and teaching to a good extent. The results of this study show that students and teachers took benefit from using ICTs for improving many areas of the English language proficiency. For example, both students and teachers are agree that ICTs help to improve skills, such as reading, writing, speaking, listening, fluency, grammar, and comprehension. They have positive attitude about using ICTs in Kurdistan.

As Kurdistan region is started to follow the new system of Education, especially after 2003, many changes happened in the system of Education. For instance, changing the curriculum to a new one, changing the methods of teaching from a very authoritative (traditional) to a communicative and interactive approach especially for the English language happened before. A part of changing to a communicative approach of teaching was concentrated by imbedding ICTs in education for teaching and learning English. Kurdistan is still new for implementing such a great change in education, since it costs much time and money. Researchers, such Albugami and Ahmed (2015) and Kukulska-Hulme and Shield (2008) mention that doing a big project like
embedding ICTs needs prior preparation. As a result, Kurdistan Ministry of Education can consider that for taking care of the process more appropriately.

According to the results there are some recommendations that the authority or government in Kurdistan should take care of them. For instance, regarding providing the technological devices, some of the teachers and students state that they have their own devices. However, that does not mean that the challenge of provision of devices is solved. Government should consider that schools need new appliances. Teachers or students should not use their own property for schools. It is government’s responsibility to provide devices for each school. It can be sad while things are looking perfect in private schools, but they are not in public school. Government should have a robust plan for reducing that big difference between the private and public schools. It could be harmful for a lot of capacities of students when they cannot afford to be in a private school, simultaneously they do not have any chance in their public schools.

In addition to that, the problem of electricity and internet is mentioned by many teachers and students. That means schools in Kurdistan might not have enough service of electricity and internet. As a result, students and teachers will be unable to use ICTs. For this situation in Kurdistan, providing electricity can solve many problems of using ICTs, because at least students and teachers can use the devices offline. Consequentially, the school administration or government should facilitate such services in their schools.

Sometimes, other challenges of space and school culture in Kurdistan can be an obstacle for using ICTs. In some old schools there is no enough space for having a suitable computer lab or ICT room. Even teachers might try to use ICTs but it might not reach the bench mark of taking benefit from it. Additionally, sometimes the school staff or atmosphere will not pave the
way for using ICTs. There might be teachers who misunderstand it and they are not willing to use ICTs in the schools. For that reason, some of the participants think school culture is a hindrance. Regarding these issues teachers should communicate with their school administration staff or their supervisors to solve the problem for them.

Another point that government or the users of ICTs (teachers and students) in Kurdistan should do is to offer or participate in training courses that are for familiarizing ICTs for learning and teaching English. Since the reform in education in Kurdistan is new, there are teachers who still are clinging to the former dry and traditional methods of teaching. There might be teachers a kind of old regarding age, as a result, they might not be comfortable with using ICTs because they are not used to it. In addition to that, students might have the problem of using ICTs properly for learning English. For that reason, teachers or those who are concerned about Education should guide and train them for better performing their tasks. Teachers also should know what the required ICTs are for teaching their English curriculum and their textbooks. Then, they have to make the usage of the ICTs compatible with the text book appropriately. Teachers should update themselves with the new ICT products, and find new ways or strategies to teach the English language in a modern way. For example, there might be teachers who think if they do not find computers in their schools, they cannot use ICT. That might be wrong, because there are many different types of ICTs as in Figure 1, UNESCO (2010) cited Anderson (2010). Instead of computers, they might get cellphone or any available device. Then they can motivate their students and make their classes enjoying. As a matter of fact, teachers should be creative.

Regarding using social media as a kind of ICTs for improving the English language in Kurdistan, teachers should guide their students how to use and take benefit from using the social
media networks. Sometimes, students use social media networks inappropriately, as a result, it might harm their capabilities. If teachers could give them instruction, they might improve some of the skills of learning the English language, such as those in Table 10. Since Kurdistan system of education has changed toward a more CLT approach, and then imbedding ICTs with social media networks can bring more collaboration and communication into the classroom. Teachers should take this opportunity as what happens on social media can affect students thinking and creativity in classrooms. For that reason, Akrawi (2011) states that using technology for providing a better communicative and interactive is by using ICTs in Kurdistan.

Another recommendation for Kurdistan authorities of education is to develop online and e-learning courses through using CALL. According to the results, participant students and teachers are interested in online or e-learning in Kurdistan. As there are attempts in Kurdistan for supporting the results of this study, for instance, Kakbra and Sidqi (2013) agree with that idea and demonstrate that teachers and students have a positive view towards the use of ICT and e-learning methods in higher education system. Since there is that much of interest in online or e-learning courses in Kurdistan, it should be considered to develop in Kurdistan by teachers, students, and Ministry of Education and higher education.

In conclusion, as this study tries to demonstrate the benefits and the challenges of using ICTs in Kurdistan, simultaneously proves the importance of using ICTs in Kurdistan for teaching and learning the English language in Kurdistan. In addition to that, students and teachers value ICTs not only in the schools, but outside the schools which enhances different areas or skills of learning English. However, both students and teachers point to the negative sides of using ICTs
which might reduce students’ abilities, but still the growth of interest in Kurdistan keeps going up.

5.1 Limitations of the study

This study is limited by the fact that it is like a needs analysis for the current situation in Kurdistan regarding using ICTs for teaching and learning. It is also limited to those factors which were mentioned and discussed previously in the study. There might be other factors but probably because of the nature of this study, it might be better for a future research. Additionally, the number of the participants limits the study. If there were bigger numbers of the student and teacher participants, it could provide more generalized data about the situation in Kurdistan.

Another limitation of this study is that, those elderly teachers who are above 40 years old could not participate because of not having interest in using ICTs or replying the electronic surveys. For doing so, it should be a paper survey which could not be done since the author and the study is accomplished in the United States.

In addition to that, the responses from the surveys are at a time where there are various crises, such as political, economic crises in the country which might impacted the results of the participants to be disagreed with the situation.
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Appendix A: Teachers’ Survey

ICT survey - teachers

Valparaiso University
English Department, TESOL Program
ICT survey for teachers in Kurdistan of Iraq

1. 1. Do you have access to a computer or any technological devices such as smartphones, tablets, etc. at home or your school?
   Mark only one oval.
   ☐ Yes
   ☐ No
   ☐ Sometimes

2. 2. What technological device is available in your school for teaching English?
   Check all that apply.
   ☐ 1. Television
   ☐ 4. data show / projectors
   ☐ CD/audio/ flash player
   ☐ laptop/ desktop computer
   ☐ tabs/tablet
   ☐ cellphone
   ☐ Head set (head phones)
   ☐ All of the above
   ☐ None of the above
   ☐ Other:
3. Do you think the textbook you teach needs any technological device to use? 
*Mark only one oval.*

- [ ] Yes
- [ ] No
- [ ] Sometimes

4. Do you use technology for teaching English? 
*Mark only one oval.*

- [ ] Yes
- [ ] No
- [ ] Sometimes
- [ ] I would like to mix it with the traditional way of teaching

5. Have you ever taken any training courses for using technological devices for teaching? 
*(you can select more than one answer)* 
*Mark only one oval.*

- [ ] Yes
- [ ] No
- [ ] I learned by myself

6. Do you feel confident to use a computer or technological devices in class? 
*Check all that apply.*

- [ ] Yes
- [ ] No
- [ ] No, I am sometimes afraid of using any technology.
- [ ] No, I cannot use it by myself, I need help.
- [ ] I need training courses of using technology for teaching English
- [ ] I do not like to use any technology for teaching English
- [ ] Other: ______________________________
7. Does government or ministry of education support and provide technology for teaching English in your school?
Mark only one oval.
☐ Yes
☐ No
☐ They do, but it is not enough
☐ I use my own device

8. In your opinion, which one of the private or public schools (government schools) in Kurdistan use technology more?
Mark only one oval.
☐ Private schools
☐ Public schools

9. Does your school staff support using technology in teaching English?
Mark only one oval.
☐ Yes
☐ No
☐ Not enough

10. Which of the challenges or difficulties you find in using ICT or technology in schools? (you can select more than one answer)
Check all that apply.
☐ Getting old (Old generation do not use technology)
☐ Lacking technological devices or having no access to technology
☐ Lacking training courses for teachers
☐ Lacking space in schools
☐ Student's incompetence of using ICT
☐ Lacking internet
☐ Lacking electricity
11. Technology helps which of the followings? (select those that are applied)

Check all that apply.

☐ It increases my authority and power in class
☐ to make a class collaborative
☐ to increases student's cognitive competence and creativity
☐ to make students independent and confident
☐ to facilitate teacher-student relationship in class
☐ to facilitate teaching
☐ to attract the students to the lesson
☐ to save effort and time of the lesson
☐ to make student assessment

12. Do you think using technology for teaching will help your students learning English as a second language?

Mark only one oval.

☐ yes
☐ no
☐ I do not know
13. 13. If Yes, in which of the following skills you think it helps students to improve their English language learning? (you can select more than one answer)

Check all that apply.

☐ speaking
☐ writing
☐ reading
☐ listening
☐ vocabulary
☐ grammar
☐ pronunciation
☐ spelling
☐ fluency
☐ accuracy
☐ None of the above
☐ All of the above
☐ Other: ____________________________

14. 14. Online teaching is necessary in Kurdistan because.... (you can select more than one answer)

Check all that apply.

☐ It saves time, effort, money
☐ It makes easy to be in touch with students
☐ It increases the chance of having another job or extra work
☐ it can be outside of school no barriers of time and place
☐ It encourages students to get more information
☐ All the above
☐ None of the above
☐ Other: ____________________________
15. **Do you think using social media networks is helpful for learning the skills of English language?**

*Mark only one oval.*

- ☐ Yes
- ☐ No
- ☐ Sometimes
- ☐ Other: __________________________

16. **What are the bad sides of using technology?**

*Mark only one oval.*

- ☐ It reduces my power or authority as a teacher in class
- ☐ distracts students from their learning to other things like games
- ☐ wastes student's time
- ☐ reduces student's ability to learn
- ☐ encourages students toward failure
- ☐ encourages cheating and copying
- ☐ Other: __________________________
17. In which of the following ways do your learners use ICT in your class? (select all that apply)

Check all that apply.

☐ doing class activities such as, solving problems, making decisions or forming opinions
☐ using the Internet to search information
☐ team or group work
☐ working on projects
☐ practicing skills of learning English
☐ taking an exam
☐ doing homework
☐ All of the above
☐ None of the above

Appendix B: Students’ Survey

ICT survey for students

Valparaiso University
English Department, TESOL Program

A survey about using ICTs in Kurdistan of Iraq

1. Do/ Did you use technology for learning English language?

Mark only one oval.

☐ Yes
☐ No
☐ Sometimes
2. What kind of technological device from the followings you use for learning English?

كم من اهتمامك خوارزمية بکار دهیدنیت یو فیبروویتی نینگلئیزی (دوزوئنگت زیاتر له ولکامب هافلپزریتی)

Check all that apply.

- cellphone
- computer/ laptop
- tab/ tablet / ipad
- television / radio
- mp3 player, cassette / audio player, ipod / flash player
- data show/projector
- printer / scanner / photocopyer
- All the above
- None of the above
- Other:

3. How do you scale your usage of ICT or technology for learning English?

تا چاپنت هاکتکانلژیا یا بکار دهیدنیت یو فیبروویتی نینگلئیز

Mark only one oval.

1 2 3 4 5

Lowest | Kamatrin | کمترین

Highest | Kamatrin | کمترین

4. Which of the followings make/s you to like using technology?

كم لام هاوکانله خوازوره واتیندیکانه؟

ناروزوی یو بکار دهیدنیتی تکنولوژیا بکاتی له خویندنه نینگلئیز (دوزوئنگت زیاتر له ولکامب هافلپزریتی)

Check all that apply.

- I will be attracted more at the lesson
- It saves me time and effort
- I feel independent and confident
- It helps me understand and improve my comprehension
- It helps me to improve writing
- It helps me to improve reading and pronunciation
- It helps me to improve listening
- It helps me to improve speaking
- It helps me to improve my English grammar
- It increases my cognitive competence in English language
5. Do you think you need help or training courses for using computer or any technological devices?

Mark only one oval.

- Yes
- No
- My teacher helps me in class

6. Do you think technology is necessary to be used with your English textbook at school?

Mark only one oval.

- Yes
- No
- Sometimes

7. To what extent your teacher is good at using technology?

Mark only one oval.

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8. Do you like your English teacher to use ICT or technology for teaching English?

Mark only one oval.

- [ ] Yes
- [ ] No
- [ ] Sometimes
- [ ] I prefer mixing it with traditional method of learning

9. Which of the private schools or public schools use technology more?

Mark only one oval.

- [ ] Private schools
- [ ] Public schools

10. Does government or school administration encourage using technology?

Mark only one oval.

- [ ] Yes
- [ ] No

11. Do you think social media networks like Facebook, Instagram, Snap chat, etc. help to learn English?

Mark only one oval.

- [ ] Yes
- [ ] No
- [ ] I do not use them

- [ ] I prefer mixing it with traditional method of learning
12. If yes, which skills of the following you improved?

Check all that apply.

- Writing
- Reading
- Speaking
- Listening
- Vocabulary
- Spelling
- Grammar
- Fluency and accuracy
- All the above
- None of the above
- It helps my class to be interactive and communicative
- Other:

13. What are the challenges for you to use ICT or technology?

Check all that apply.

- I do not have any device, it is expensive.
- My school doesn't have enough technology or they're old.
- I do not know how to use it.
- My teacher does not use it properly.
- We do not have electricity.
- The school administration doesn't support it.
- There is no enough place in my school.
- There's no internet.
- The curriculum does not support to use technology.

14. Are you interested in online learning?

Mark only one oval.

- Yes
- No
15. **If yes, choose the reasons from the followings, you can choose more than one.**

Check all that apply.

- It saves time, effort, money
- It makes easy to be in touch with my classmates
- It can be outside of school no barriers of time and place
- I can have a job while I study
- I get more information
- It is cheaper
- I do not feel teacher's pressure and I'm comfortable
- I feel focused and independent
- All the above
- None of the above

16. **What are the bad sides of using technology?**

Check all that apply.

- Distracts me to other things like games
- Wastes student's time
- Reduces me ability to learn
- Encourages me toward failure
- Encourages cheating and copying
- Other: