AN EMPIRICAL INVESTIGATION THE USE OF INFORMATION, COMMUNICATION TECHNOLOGIES TO ENGLISH LANGUAGE ACQUISITION: A CASE STUDY FROM THE JORDAN

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ABSTRACT
Information, Communication Technologies (ICT) has become an important educational component in higher education. ICT it possible for students to learn, collaborate, and share ideas among each other with the aid of e-learning and development Students' abilities. However, the societies and countries at present, the English language is considered a key to the doors of development and use ICT. This paper aims at exploring the role of employing information and communication technologies in English language acquisition in higher education universities in Jordan; To serve this purpose, where a 12 questionnaire was distributed to teachers of the English language in Jordan from two schools. Findings indicated that information and communication technologies have a positive and important role in the acquisition of the English language among Jordanian students. Furthermore, results indicated that ICT can be one of the promising scholastic technologies to be employed in the learn the English language within Jordan.

KEYWORDS: Student; Teacher; ICT; Education, Information, Communication Technologies, Jordan English language

INTRODUCTION

Learning English has become a priority for the educational system. The cultural and social doors that open for those who speak this language are added to the economic ones, since the use of English allows for more study and work opportunities, English language is highly valued given the competitiveness of the labor market [1]. Against this background, with the aim of achieving the realization of the person in an integrated way, dealing with English has been considered as one of the needs that guides public policies [2]. The Ministry of Education in all parts of the world has applied many instructions that ensure that students learn English in all age groups, especially primary, as it establishes children, then intermediate , which provides students with the keys to the gates of knowledge for this information, as all the available information is presented in English [3], [4]. Moreover, the Ministry of Education in Jordan has changed the curriculum to integrate the technology in learning. However, there are some concerns that faces this change as: the lack of technology devices for students and teachers, lack of skills for teachers and students and others concerns, these concerns might be a limitation for the success of learning and teaching process. Modern technology and its impact on the world as a whole has made the Internet play an important role through computers in all fields, which has given birth to a basic need to apply this technology in the academic sector. the employment of modern technologies in teaching the English language is important, as many studies have confirmed that the mechanism of communicating information and simulation with people has a great effectiveness in communicating information, which makes computers and the Internet play the role of mediator between students and teachers to be a linguistic tools [5]–[8]. ICT has changed our lives so much that we cannot look the other way. as well as social networks that everyone uses [9]–[11] Therefore, it is important that ICT are known and used in such a way that students can benefit from them for their studies and personal

development.[12] In this context, the capability of displaying multiple effects on learning is concerned to know the point of view of two fundamental actors in the teaching and learning process: students and teachers. On the one hand, it has been considered appropriate to understand the teachers' perceptions about the educational process mediated by technologies. [13] On the other hand, it aims to understand the perceptions of students who seek for real production and understanding of English, and who have the technological means during the process.

LITERATURE REVIEW

In a holistic view of teaching, we make sure that it is based on the delivery of information to the recipient by relying on various means, starting with traditional methods and ending with modern techniques [14]. Generally, teaching a new language has been portrayed as the activities and practices that teachers do in classroom and how it's influenced by students. Specifically, teaching and learning a new language is not that easy as teachers are introducing a new language to the students, which is considered as a challenging process for the teachers and students [15]. In Figure 1, the chart explains the effect of information commination technology on learning English.
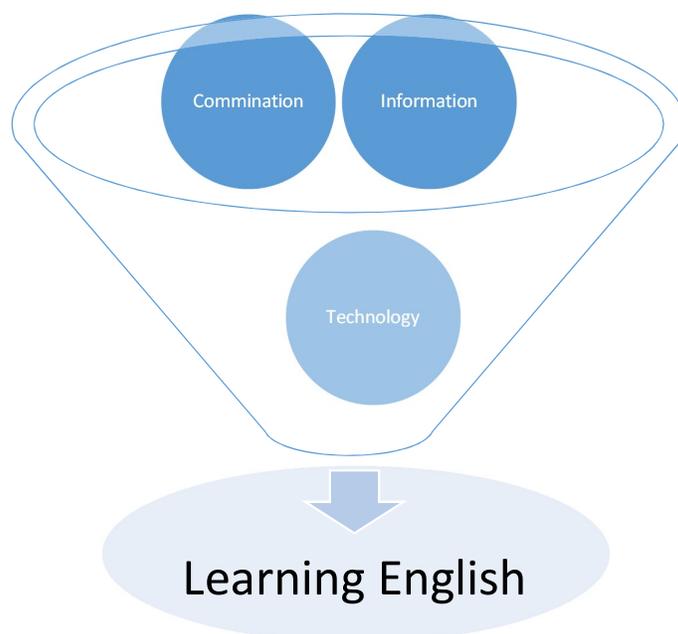

Figure 1 the effect of information communication technology on learning English

2.1 Teachers use information and communication technologies (ICT) in classroom

Internet as a platform for information and communication (ICT) services makes it possible to learn English on different pages and free. In the different spaces offered you can find from learning courses with different levels of difficulty to a wide range of additional resources that facilitate contact with the language we select .[12], [16] Therefore, the possibilities that they offer in relation to the curricular contents are understood, as well as their interaction with relevant central ideas of the discipline. From this rethinking of their teaching practice, the needs of incorporating technological means into the classroom arise for the teacher [17], [18]. In case any problem or difficulty faced the teacher while teaching the students, he must search for a solution using the appropriate strategies and materials he has by critically analyzing the problem and developing action plans. Teachers have to promote better learning by having their students work with significant, relevant and real-world problems by using means that provide them with greater opportunities for getting feedback, reflection and review, expanding feedbacks and interactions with students would satisfy teachers [17], [19]. Therefore, the teacher acts as a guide and mediator for the process of learning, as teachers free themselves to a certain extent from being solely responsible for the communication of knowledge, we can

conclude from this that the teaching and learning process reaches to consensus of shared responsibility [20] The fact that students and teachers have a shared responsibility in the educational process proves when the any operational problem with any technological mean arise and the teacher could not solve it, students collaborate with the teacher to try to solve it. Therefore, the teacher does not need to wait and waist time until an expert come and solve it [21] . According to Castillo Arredondo and Polanco González, (2005) the teacher has a teaching mission similar to that developed in traditional teaching, but paradoxically, he is no longer the only one responsible for accumulating knowledge, his tasks multiply in number and qualification. Methodology and the vision of teaching make up the aspects that guide the actions of teachers at the classroom level one of the main factors that need to be fully considered before using ICT. in these websites as an educational method is students' and educators' attitudes towards It also showed the results of studies Al-Qaysi and Al-Emran, (2017); Habes,, et al., (2018); Salloum et al., (2018) such as content type where, the students depend on active and direct methods in the learning process, they pay more attention to the interactive activities and they learn more from these activities, and interesting ways in a participatory manner .[6], [26], [27] add to the students with analytical learning styles are independent, like to solve problems, sketch ideas, and develop principles on their own. This type of student prefers logical and systematic presentations of new material with opportunities to continue on their own it is called analytical type. [28], [29] according to [25], [30] The Students are interested in the social approach to learning because they prefer a method of communication. Students always need constant encouragement and interaction, as they access information and learn a lot through activities and discussions, as well as a student who depends on the official and who care for the sequence, the teacher has a reference basis for learning. [31] Therefore, they practice traditional learning methods so that they get specific instructions and information, which leads them to discomfort in the case of social participation or activities and discussions. [32]

2.2 Perceptions and the role of teachers

The system of teacher perceptions is based on the goals, values and appreciations that they hold in relation to the teaching and learning process and their understanding of the system in which they work and the roles within it. Research suggests that the teachers' perceptions system is derived from a large number of sources [5], [33], [34]. Such as their experience as students, their experience of what works best, established practice, factors of personality, research principles and the principles derived from a didactic approach or method. Teaching is a very personal activity, and it is not surprising that each teacher brings to their practices different perceptions and assumptions about what constitutes effective teaching [35].Teachers' perceptions are based on rational and subjective constructs, which are manifested in their classroom actions according to their own visions, to teach in a particular and specific way, thereby seeking that their students achieve the expected learning. The teachers' systems of perceptions are based on their goals and values that they support in relation to the content and the teaching process and their understanding of the curriculum in which they teach. These perceptions and values serve as experience in the teaching process [36], [37]. On the other hand, we can define the teacher's role as something changing from one activity to another, or from one state or activity to another, which establishes that all roles seek to facilitate the student's progress from one or another way. It is necessary to define the different roles that each of the foreign language teachers assume when performing in the classroom.

2.3 English teaching with ICT

There is a multiple factor that converge and interrelate when learning a foreign language in a way that students can achieve mastery of a language with giving a signify reality by giving value to the elements that makes up the social and cultural aspects of it. [38] The process of teaching and learning English is updated today through the use of information and communication technologies in the classroom; this allows to change the look of the old guided learning scheme, from one active actor to more than one. [39] New technologies not only constitute a set of tools at the service of teaching and learning activities, but they also form an environment, a space, a cyberspace, in which human interactions take place [40]–[43]. Thus, the process of teaching and learning a foreign language has undergone an extraordinary development in recent times, especially due to the great advantage of interactivity offered by technological means. According to Harmer,(2001) Language-learning computer programs provide an opportunity for students to study

conversations and texts, conduct grammar and vocabulary exercises, and even listen to texts and record their voices. Therefore, its usefulness and degree of motivation they represent cannot be denied to the student. In Jordan, technological means have represented extraordinary progress in language teaching and learning, especially with the use of texts accompanied by CD ROMs where images, videos, dictionaries, information and programs are stored through which the user can perform every type of exercises: from listening exercises to pronunciation corrections, including vocabulary, phraseology, grammar and all the elements involved in language learning. For their part (Burbules, Callister Jr and Taaffe, 2006) added that technology-based language teaching and learning systems, regardless of interaction, generally offer: a) A variety of information and educational channels: oral language, written language, iconic language and illustrations and animated situations (cinematographic techniques, graphics and animation). b) Ease of handling with both interactive dictionaries and communication contexts. c) Diversity of techniques and methods. d) Compatibility and integration with traditional classroom teaching method e) Freedom of time and at the same time reliance on computer systems. f) Personal choice of level (individualized teaching). g) Potential for effective diversity. Currently, the internet is a context in which interactions gather and combine inquiry, communication, construction and expression activities. For this reason, the network is described as a public space, a place where people gather for discussion.[31] It is a collaborative environment where researchers and creators share ideas, co-construct new concepts and interpretations, promote exclusive human relationships, which can be only achieved through this environment [40], [44]. The contact that can be established between people through various forms on the internet enriches the possibilities of learning a foreign language, emails messages allow users to contact people and schools around the world, which has increased the development of the English language [36], [45], [46] highlights the diversity of forms that electronic communication takes: synchronously as chat rooms, interactive games, audios and videoconferences, and virtual environments Asynchronously appear like: email,electronic forums and news groups. There is a critical importance of teaching and learning the language using the Internet as it is the first time that teachers and students have access to the English language from anywhere and at any time, and that the Internet provides teachers and students with reading materials and educational materials that contain sounds and images [22]. The potential is virtually endless, and training students to use that potential will be of great benefit to them, especially if they wish to continue studying for themselves [36]. In summary, the multiplicity of technological means constitutes part of the daily life of each individual, allowing him to be in contact with a large amount of information.[47] Unquestionably, learning a language considers not only its linguistic aspects, but also its cultural aspects, and in this lies the strengthening that technologies generate when learning the language. That is, the appropriation that the student makes of the new pronunciations, words and structures is the result of a consensual work between teacher and student, who use technological elements as mediating instruments of better learning. [29], [30], [39].

RESEARCH DESIGN
The research methodology is quantitative, a case study modality. The study tries to "describe the subjective experience of the study materials"[48], [49]. That is to say, in the field of research, the personal world of teachers is accessible to discover, analyze and interpret the perceptions and visions that materials have regarding the subject of use and pedagogical value of technological interventions in the classroom represented by information communication technologies. The main technique used to collect information was by conducting a survey of Likert 5 approach in the questionnaire to ensure the quality of the data [50], [51] The questionnaire was distributed via google to English teachers' lives in Amman, informants were chosen because they meet certain requirements or characteristics that other community members do not meet in the same educational context. An intentional and deliberate selection was made for the informants. The unit of study corresponds to the analysis of the discourses on the phenomenon of teaching and learning that arise from the teachers consulted, using the technique of structured content analysis [52].To analyze the collected data that was 12 questions, Google's dimensional verification systems are used to analyze structured content. From this tool, the dimensions, categories and subcategories that were allowed to validate the questionnaire and analyze the information collected in the survey were identified.

RESULTS

Building on the existing Experimental study, the following findings were reached. The findings are presented and discussed as following

4.1 personal information

Demographic profile of respondents has been assessed and the results are stated in Table 1. The female teacher percentage was recorded at 58.3% and the male percentage was 41.7%. 58.3% of the Respondents' age was between 22-29 years old. Master degree and bachelor holders was 33.3%, most of respondents have experience in teaching English from 1-2 years and more 5 years an 41.7%. Jordanians made 75% of total respondents.

Table (1): Description of demographic data for the study sample individuals

Variable	category	Repetition	percentage
Gender	Male	5	41.7%
	Female	7	58.3%
Age	22 - 33	7	58.3%
	33 - 43	2	16.7%
	More 43	3	25%
Education Degree	Diploma	1	8.3%
	Diploma / Advanced	1	8.3%
	Bachelor	4	33.3%
	Master	4	33.3%
	PhD	2	16.7%
Teaching English Experience:	1-2	5	41.7%
	2-5	2	16.7%
	More 5 years	5	41.7%
Nationality:	Jordanian	9	75%
	Arabian	2	16.7%
	Foreigner	1	8.3%

4.2 Analysis of Paragraphs of the Research Instrument:

Through this section, we can evaluate the research data collected through the questionnaire, to analyze the paragraphs in accordance with the answers by the Five Likert scale.

No:	Questions	Strongly Disagree (S D)	Disagree (D)	Undecided (U)	Agree (A)	Strongly Agree (S A)
1	I am willing to use Information and Communication Technologies to enrich teaching English experience				83.3%	16.7%
2	I highly recommend using Information and Communication Technologies in Teaching English				90.9%	9.1%
3	Overall, I am willing to use Information and Communication Technologies due to its usefulness and easiness in teaching English.			8.3%	41.7%	50%
4	Using Information and Communication Technologies will develop the process of teaching English			8.3%	58.3%	33.3%
5	Using Information and Communication Technologies will increase the understanding of				50%	50%

	virtual classes of English course.					
6	Using Information and Communication Technologies helps teachers to be more productive in teaching English.	8.3%		16.7%	50%	25%
7	I can use Information and Communication Technologies easily to do what I am supposed to do (researches, exams).			8.3%	50%	41.7%
8	I feel that Information and Communication Technologies is helpful to share information in teaching English.			8.3%	75%	16.7%
9	The use of Information and Communication Technologies helps to create an interactive environment during the process of teaching English		8.3%		58.3%	33.3%

The above table shows the rise in the relative importance of information communication technology paragraphs for on learning English In addition, the Paragraph No 3 and 5 which stated (Overall, I am willing to use Information and Communication Technologies due to its usefulness and easiness in teaching English) and (Using Information and Communication Technologies will increase the understanding of virtual classes of English course) ranked the most strongly agree and paragraph No 7 which stated (I highly recommend using Information and Communication Technologies in Teaching English) was ranked last of strongly agree, which showed the importance of information communication technology for on learning English, as most of the study sample had chosen the alternative Strongly Agree, for each paragraph of the axis

4.3 Discussion
In this section, the results achieved after the analysis was be discussed and compared with the previous studies that dealt with the subject of the study. Findings revealed that there is information and communication technologies have a positive and important role in learning the English language among the Jordanian student. The paragraph number No 3 and 5 which stated (Overall, I am willing to use Information and Communication Technologies due to its usefulness and easiness in teaching English) and (Using Information and Communication Technologies will increase the understanding of virtual classes of English course) ranked the most strongly agree and paragraph No 7 which stated (I highly recommend using Information and Communication Technologies in Teaching English) was ranked last of strongly agree which showed the importance of information communication technology for on learning English, as most of the study sample had chosen the alternative Strongly Agree, for each paragraph of the axis. In previous study, Information and communication technology plays an important role in many fields, especially the academic field [7], [41], [42], [44], [53], [54] In this study, the researcher seeks to shed light on the role of information and communication technology in teaching the English language, based on previous studies and the data reached, it appears that Information and communication technologies has a positive role for students and helps teachers in enhancing the teaching process, due to the fact that it facilitates a mechanism for communicating information and provides an interactive learning environment. In addition, it allows the ability to easily share scientific information, which improves the learning of the English language and increases the productivity of teachers [6], [55]–[57]. Overall, the variety of areas and content that make up each of the Web platforms on the Internet ensures that you can always find the appropriate resources at the level of communication competence of each of the users. Teachers can also find abundant supplementary material to use in class. These spaces, in addition, are updated and enriched periodically to increase level of English language acquisition.

CONCLUSION AND FUTURE RESEARCH

Through reviewing the results of the study and previous studies in the conclusion, we see that information and communication technologies has an important and influential role in enriching the scientific process and in helping to learn the English language, so it is necessary to employ this technology in learning the English language in addition to the need to research the advantages of information and communication technologies to ensure that we discover the most beneficial properties for the student and teacher in developing English language learning. Through this study, we develop an indicator for decision-makers in the academic field in Jordan that it is necessary to employ information and communication technologies in learning the English language so that we move away from traditional methods especially that learning the language always needs practice and interactive environment., in order to provide an interactive environment and develop the English language for students, in addition to the possibility of research in the future about the most important advantages of information and communication technologies that attract students to learn the English language. As a limitation of this study, we have focused on two schools from the Hashemite Kingdom of Jordan. In addition, only 12 School teachers took part in the study. Besides, a survey questionnaire method has been used only for data collection. As a future direction, we are interested in improving the tool and sampling method and conducting similar research within other schools and the rest of the cities in the Hashemite Kingdom of Jordan. The increase in the number of school teachers will be taken into consideration.

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