

Use of Information Communication Technology (ICT) in Teaching-Learning  
English Language in Private Schools of Kabul, Afghanistan

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A thesis submitted to the BRAC Institute of Educational Development in partial  
fulfillment of the requirements for the degree of  
Master of Education in Educational Leadership & School Improvement

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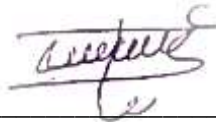
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## **Declaration**

It is hereby declared that:

1. The thesis submitted is my own original work while completing my degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material that has been accepted or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

**Student's Full Name & Signature:**



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## Approval

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## **Ethics Statement**

The study was conducted with 39 participants in total, out of which there were 30 students and 9 teachers who participated in face-to-face FGD and interview. Both teachers and students were selected from three different private schools in Kabul city. 10 students from each school participated in face-to-face focus group discussion. Likewise, 3 teachers per school contributed with one-to-one interview. I also conducted 9 class observations (3 class observations per school).

This is to ensure that all the names of schools, originations, and participants who contributed to the study have been kept confidential. Rest assured that each name is coded into unidentifiable pseudonyms. There is no mention of any specific information or disclosure of personal or institutional identity.

An agreed consent was taken in advance from all the participants for all methods (FGD, Interview, and class observation). All the collected data are well-preserved in both hard and softcopy. It is assumed that without any formal procedure, no data will be shared with any third party.

As also mentioned in 'my role as researcher', it is to make sure that no personal interest, affiliation, or relationship with participants has been affected on the result of this study. It was completed in a biased-free manner. I have conducted this study for the purpose of my master`s degree completion at BRAC University.

## **Abstract**

The significance of information and communication technology (ICT) nowadays is prevalent in almost all aspects of our daily lives. ICT has made our lives more convenient, pleasurable, and far more advanced. One of the major uses of ICT is widely observable in teaching-learning purposes. This study aims to examine the use of ICT in Teaching-Learning the English Language in the private schools of Kabul, Afghanistan. By employing a qualitative research approach, I managed to conduct three different research methods i.e. face-to-face interviews with teachers, FGDs with students, and in-person class observation. It was unveiled that despite some advantageous points i.e. facilitating the teaching-learning process, encouraging learner's autonomy, and benefiting different stages of the teaching-learning process; there were also some drawbacks discussed by the respondents such as; the poor culture of ICT usage in the Afghanistan context, lack of training for both teachers and students, and causing some physical and spiritual disruptions.

**Keywords:** Information Communication Technology (ICT); Teaching-learning; learner autonomy; English language; Private educational sectors.

## **Dedication**

I dedicated this Thesis to my beloved parents, wife and my only son Elyas Jan. Indeed, their love and endless support gave me the courage to finish my master's degree successfully and make one of my biggest dreams come true.

## **Acknowledgement**

Even though words often cannot express our inner thoughts, I would like to convey my best gratitude and sincere appreciation to all my distinguished instructors for all the efforts and endeavors they have done to improve my knowledge and skills that resulted in the successful completion of my Post-graduate degree (Master of Education in Educational Leadership and School Improvement). Indeed, this program paved the way for ample opportunities to sharpen my understanding in regard to educational leadership and school improvement. Furthermore, using this page, I would wholeheartedly thank my respected supervisor Mr. Ruba-E-Raihan for his endless support and constant cooperation. Lastly, I would like to give my appreciation to all BRAC IED Academic and administrative team members for providing all the facilities during my studies in Dhaka, Bangladesh.

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## List of Acronyms

ICT	Information Communication Technology
IT	Information Technology
MoE	Ministry of Education
FGD	Focus Group Discussion
EFL	English as a Foreign Language
UK	United Kingdom
CALL	Computer Assisted Language Learning
ECD	Early Childhood Development
QDA	Qualitative Data Analysis
LCD	Liquid Crystal Display
LED	Light Emitting Diode
PC	Personal Computer
MP3	Media Player 3
LMS	Learning Management System
MB	Mega Byte
Mbps	Megabits per Second
UNESCO	United Nations Educational, Scientific and Cultural Organization

## Glossary

ICT	It simply refers to any service or activity that is meant to store, transfer, and exhibit data or information electronically.
IT	Stands for Information Technology. It is consist of the utilization of any electronic device for the purpose of better communication and management of data or information.
CALL	an abbreviation for Computer Assisted Language Learning, is an approach for language learners to acquire diverse language skills with the integration of ICT devices such as computers, the internet, etc.
Bandwidth	It is interpreted as the highest amount of data that is transmitted over an internet connection in a given amount of time. It is calculated (Mbps).
Mbps	It stands for Megabits per second (Mbps). It is used as a unit of measurement for an internet connection bandwidth. It is often interpreted as the speed of an internet connection.
EFL	English as a Foreign Language or EFL refers to teaching the English language to students whose native language is not English.
Authentic data	Refers to the data which is collected through face-to-face and reliable interaction in the form of first-hand data.
In-depth interview	It is the type of interview that is detailed enough and takes respondents' every action and reaction into account such as facial expression and tone of vices, emotions, and so on.

**Learners autonomy**      Learner autonomy, managing your own learning, independent learning.  
These are all terms for the idea of learners developing skills for learning outside of the classroom, or without constant instruction

**Connectivism**      It is a relatively new learning theory pioneered by George Siemens and Stephen Downes in 2005. Technology is a major part of the learning process as per Connectivism perspectives. By Connectivism it is meant to be connected over the internet.



# **Chapter 1**

## **Introduction and Background**

### **1.1 Introduction**

ICT has brought ease and convenience in teaching and learning various subjects, especially the English language. The use of ICT has turned into a fundamental element of our everyday classroom teaching and learning practices. It paves sufficient opportunity for both teachers and students to enhance the quality of education which is needed as per the demand of time and the contemporary knowledge society (Ammani, 2016).

This study will focus on the use of information communication technology (ICT) in teaching and learning the English Language in three private schools in Kabul, Afghanistan. Its core aim is to find out how teachers and students perceive ICT applications in English classes. Additionally, this research intends to reveal the correlation between the availability of ICT facilities and its impact on the English language teaching and learning process.

Moreover, this research will employ a qualitative approach along with three different methods; Interview, FGD, and Observation. In order to fulfill its core aims, there will be 39 participants. Out of which, 9 are teachers and the rest are students. Also, there will be 9 classes observed to collect sufficient first-hand and rich data.

In the present chapter, the sections are ordered as; Research Topic, Research Questions, Statement of the Problem, Purpose of the Study, and Significance of the Study. In the following chapter (Chapter-2), you will find the Literature Review. In the third chapter, the data represents all about the methodology applied in this thesis. Chapter Four contains the main findings and final result of

the study. Finally, the last chapter includes information on discussion, conclusion, and recommendation.

## **1.2 Research Topic**

The research topic is ‘**ICT in Language Teaching-Learning**’. I have chosen this topic for some certain reasons. Firstly, ICT has a huge and essential impact on education nowadays. Its significance is inevitably prevalent all across the globe, unfortunately, in Afghanistan, it is less valued. Secondly, there is plenty of literature accessible on this topic which will enable me to do a thorough and detailed study on this topic. Finally, my personal enthusiasm, experience, and qualification all collectively inspired me to select the aforementioned topic. There are four main aspects that will be discussed in this study. They are as follows: (1) Information Communication Technology, (2) private schools, (3) Teaching English Language and (4) Learning English language in Afghanistan context.

Furthermore, the study is entitled “Use of Information Communication Technology (ICT) in Teaching-Learning English Language in Private schools of Kabul, Afghanistan”. The reason behind selecting such a title is due to the fact that I am curious to know to what extent ICT devices are used for better enhancement of teaching and learning environments. Moreover, this study is one of its kind and it is felt as a knowledge gap.

## **1.3 Statement of the Problem**

The problem I was trying to investigate was the propensity of teachers and students in ICT utilization in private educational sectors. This means that it was not known to what extent private schools are successful in applying ICT tools as means of teaching and learning experience in Afghanistan. Though majority of other countries are highly benefiting from cutting edged-

technology in various fields, especially in education, However, Afghanistan`s schools are still struggling with the adoption of this revolution. Therefore, it was unknown to me why a few schools in Kabul have recently initiated applying a small number of ICT devices in their classrooms. Still, we could not predict to what extent teachers and students are satisfied with this initiations. And what were their perceptions in this regard?

To better analyze the situation, I feel the dire urge to conduct an empirical study in this area. The study should dive deep into teachers` perceptions using on-target research tools to collect rich and relevant data. Additionally, the study should also consider the problem from the student`s point of view as they are the key factor of the learning process.

#### **1.4 Research Questions**

Through this study, I would like to investigate private school teachers` perceptions of using ICT in the teaching process. Meanwhile, I am enthusiastic to explore this matter from students` perspectives as well. Therefore, my research questions are as follows:

Key Question 1:

*How do teachers and students perceive the use of ICT in teaching?*

Sub-questions:

- a) *Are teachers and students pessimistic or optimistic about ICTs?*
- b) *How do teachers and students apply ICTs beyond the class?*

Secondly, I am curious to know about the availability of ICT facilities and their functionality in private schools of the Kabul city. Again question two is followed by 2 sub-questions whose intention is to aim for more rich and precise data. They are as follows:

Key Question 2:

*What are the ICT facilities available in private schools of Kabul city?*

Sub-questions:

- a) What are the purposes of installing such ICT devices in the school?*
- b) What are the status of the available ICT tools?*

Lastly, there is a third question. This question is going to look at teachers' capability in using multiple ICT devices/apps in daily lesson delivery. There are two more sub-questions as well.

**Key question 3:**

*How do teachers apply ICT tools in teaching English classes?*

Sub-questions:

- a) How well the devices/apps are used?*
- b) How often are the ICT tools used?*

## **1.5 Purpose of the Study**

The purpose of this research is to investigate what are teachers' and students' perceptions towards utilizing ICT tools in the teaching and learning process in private schools of Kabul city. There are a few schools in Afghanistan where students have access to a limited number of ICT equipment. Sokout and Usagawa (2018) pointed out that the big concern which has not been resolved yet is the lack of capacity and limited access to deal and interact with ICTs in educational institutions. Hence, it is needed to find out to what extent ICT intervention has stimulated the teaching and learning skills of the English language. The ministry of communication and IT of Afghanistan in a report entitled ICT Policy for Afghanistan (2015), stated that Access to Online and distance

learning for ICT is still limited. It was also reported that the lack of ICT skills in education especially in primary and secondary school is seen in a broader context.

Another purpose of the study was to find out the number of ICT facilities available in English language classrooms in private schools, and how it has impacted on English Language teaching-learning process. Finally, this study is meant to investigate the quality of the devices along with their various functionalities in English classrooms. It was intended to find out how the quality of ICT accessories make an impact on the teaching and learning climate as well as teachers' and students' attitude.

## **1.6 Significance of the Study**

Based on reports published by the Ministry of Communication and Technology (MCT) of Afghanistan in 2015, the majority of Afghanistan's schools are still struggling with the basic needs of ICT facilitation. Hence we could interpret that the value of ICT in language teaching-learning is widely neglected in Afghan schools. There are different reasons behind this negligence. For this reason, this paper aims to signify the importance of ICT-equipped classes for different groups of people. Firstly, teachers are the first group of beneficiaries who will directly benefit from this study. Secondly, students will be more encouraged to take advantage of this study for further language learning. And more importantly, educational sectors such as schools, academies, and language institute owners will be persuaded by this research to initiate ICT assisted classes in their future interventions.

Also, the study will raise awareness in the community on recognizing the importance of ICT in language teaching-learning. Mathew & Alidmat (2013) carried out a study to find out how useful audio-visual aids are in English language classes. According to them, a reliance on textbooks as the only source of teaching and learning is considered a monotonous way of knowledge exchange

between teacher and the students. It was also examined whether the application of modern technological advances any influence on EFL classrooms. The result represented that using appropriate technological devices can assist teachers and students to experience a comparable amount of efficiency, authenticity and enjoyment in their routine activities (Mathew & Alidmat, 2013). Eventually, the result of this study can help future researchers to find enriched pieces of evidence.

## **Chapter 2**

### **Literature Review and Conceptual Framework**

The current chapter represents a number of various works of literature I have reviewed in relation to my topic and title “Use of Information Communication Technology (ICT) in Teaching-Learning English Language in Private schools of Kabul, Afghanistan”. In order to get a holistic understanding of the study, a variety of both online and offline books, journal articles, and research papers have been reviewed. As a result of which the following categories are derived: a) The term and initiation of ICT, b) ICT in English language teaching-learning, c) ICT and learning theories, d) Private Schools in Afghanistan, e) ICT in teaching-learning/ICT for education, f) ICT for English language learning purpose, g) ICT in Afghanistan Context

#### **2.1 The term and initiation of ICT**

The term ICT was first used by Stevenson in 1997 in one of his report to the government of United Kingdom and it was later (2000) approved by the new National Curriculum Documents of the UK (Lewis, 2014). As of the Cambridge Online dictionary, ICT is the use of computers and other electronic devices used to collect, store, and send data electronically.

More precisely, Facer & Kent (2004) pointed out that information and communications technologies (ICTs) are used as computing and communications amenities in education. They can further enhance and enrich the teaching and learning process with a diverse range of activities in education. In fact, in the current era of the 21st century, ICT has become part and package of the everyday routines of human beings to a great extent (Boakye & Banini, 2008). It has become a catchphrase in the education sector all across the globe.

## **2.2 ICT in English Language Teaching-Learning**

Nowadays, the English Language plays a momentous role in different aspects of life, especially in education. Therefore, every student who plans to pursue his/her education in renowned universities across the world, should learn this language in better ways (Putra, 2020). Considering that in mind, classes should be equipped with various ICT gadgets to better facilitate the teaching and learning process accordingly (Sharma et al., 2011). However, a staggering proportion of Afghan schools still need these interventions, there are merely a few private schools that have adopted this change.

### **2.2.1 The Need for English Teachers` Capacity Building**

Apparently, we can say that almost every new adaptation requires us to bring some changes to our habits, routines, and skills so that we can meet the basic requirements. That being the case, every school needs to work and build on the potential of contemporary teaching skills which includes ICT applications inside and outside classrooms. As far as Afghan schools are concerned, there is still a lack the basic ICT infrastructure and an absence of ICT in its school curriculum. (Ministry of Communication and Technology, 2015). It is also reported that the government of Afghanistan is willing to transform all primary and secondary schools into smart and interactive schools, where the use of ICT is concentrated on educational purposes for both students and teachers (Ministry of Communication and Technology, 2015).

Ehsan and Faqiry (2021) believed that another prevailing factor that hinders the utilization of ICT in educational institutions in Afghanistan is the lack of ICT training for teachers. They further asserted that “The accomplishment of instructive developments relies upon the abilities and knowledge of instructors” (p.36). Thus, it is perceived that the basics of ICT integration into education are not met and teachers are still lacking the fundamental capacities and competence regarding ICTs. Twinomujuni & Kampala (as cited in Ehsan and Faqiry, 2021) noted that



Instructors are required to possess ICT knowledge for better pedagogical utilization of ICT for the purpose of instructing across the curriculum.

### **2.2.2 Influences of ICT on Different skills of the English Language**

It is widely claimed that ICTs have a long-standing impact on different skills and subskills of English Language acquisition. For instance, Drigas and Charami (2014) argue that ICT can help both teachers and learners to enhance the four main skills (Speaking, Listening, Reading, and Writing) along with other sub-skills such as; pronunciation, grammar, vocabulary and etc. It is reported that the concept of producing accurate English sounds seems problematic for many native speakers. Therefore, using CALL (Computer Assisted Language Learning) provides ample opportunity for learners to learn (Nachoua, 2012, as cited in Drigas and Charami 2014). Similarly, there are numerous online and offline resources where students can benefit based on their needs.

### **2.2.3 Transferability of ICTs in Afghanistan Schools**

Based on a report by the ministry of communication and technology, the majority of Afghan schools are struggling with the fundamental needs of ICT infrastructures. Therefore, it will take decades to witness Afghan schools equipped with ICT facilities (ibid). Conversely, private schools are one step closer to fulfilling ICT needs. Sherani (2014) highlighted that some private schools in Afghanistan can be compatible with ICT-equipped classrooms as long as students are enrolled from higher socio-economic backgrounds.

### **2.2.4 ICT for Better and Speedy Learning**

Gaurav et al. (2018) pointed out that by integrating ICTs into the learning process learners can benefit from Active, Collaborative, Creative, Integrative, and Evaluative learning advantages. It

is argued that ICT makes the learning process less abstract and more relevant to real-life situations. Collaborative learning is meant, teachers and students can interact with each other regardless of their geographical locations. By Creative learning, he elaborates that ICT-aided learning endorses control over the existing information and creates authentic products rather than the duplication of conventional information. And evaluative learning means that by applying advanced technological devices, students` abilities, strengths, and areas of improvements are diagnosed. Kumar and Pasricha (2014) emphasized that by adopting ICTs in the school curricula, we abandon unnecessary traditional teaching and learning methods. ICTs now can speed up the learning process and can positively influence the quality of education that can be appealing to different ages (Kumar & Pasricha, 2014).

## **2.3 ICT and Learning Theories**

It is often said that a learning theory illustrates a way of learning knowledge. It could include both external and internal factors in the learning process. In general, there are numerous learning theories that can be parallel to the ICT context. Here, however, only Connectivism and autonomous learning theories are discussed.

### **2.3.1 ICT and Connectivism Theory**

Technologies now play an integral role in education. Numerous educational technological tools have changed the learning landscape. George Siemens and Stephen Downes, the pioneers of the Connectivism theory relate 21<sup>st</sup> Century learning to their theory, believing that technology is an important part of the learning process and being connected through technological tools provides us with ample opportunities to select our favorable learning style. It further promotes discussion and group collaboration, assembling different perspectives and outlooks in regards to making

decision, solving problem, making sense of facts and figures, and so on. Connectivism on the basis of social constructivism, triggers learning that is instilled by external sources, such as; social media; virtual communities, online communication platforms, information sources, and discussion blogs (Goldie, 2016).

It's already known that technologies have impacted the way our students learn nowadays both inside and outside the classroom. Subsequently, we can come to the conclusion that teachers and textbooks are not the only sources of learning, numerous other accessories such as, computers, smartphones, and different online and offline platforms serve as centers of information for students today.

### **2.3.2 ICT and Learners Autonomy Theory**

Holec (1981) believed that when a learner can take responsibility for his/her own learning without the support of anything or anyone else, it is claimed that the learner has reached the level of the autonomous learner. According to Lewis (2014), "the learner is capable of managing his own learning and this could quite readily take place outside the classroom" (p. 37). It is also argued that the earlier concept of autonomous learning dealt with having access to plenty of resources that promotes individual and independent practices. However, in the latter decades, the concept contained learning in a self-directed manner while other means can be engaged as well (Lewis, 2014).

### **2.4 Private Schools in Afghanistan**

According to the Ministry of Education, Privates Schools were formally permitted to work by the government of Afghanistan in 2006. Private sectors were granted permission and license to work for educational uplift and to serve in educating Afghan children across Afghanistan. It was further

stated that education can be widely expanded across the country with the support private of schools (MoE, 2011). Hence, MoE(2011) approved a new policy so they can easily find their way.

Private schools are perceived as better providers of educational standards utilizing modern equipment, therefore, they attract more attention in society (Sheshinski & López, 2003, as cited in Sherani, 2014). According to Aslam (2009), private schools can provide better educational facilities and may widely influence filling educational gaps in society.

The majority of private schools are established in the capital (Kabul), and since they charge fees, a high proportion of children from rich socio-economic backgrounds are enrolled.

Private Schools have a tendency towards a modern teaching-learning approach by providing courses in computer technology and the English language (Sherani, 2014). Lastly, ICT plays a fundamental role in the process of teaching and learning in the education field. All in all, I can claim that ICTs speed up the teaching and learning process.

## **2.5 ICT in Teaching-Learning**

According to Chatterjee (2021), there are numerous advantages to teaching-learning aided by ICT tools. First of all, it makes students more active to take part in the teaching and learning process by transitioning teacher-centered instruction to a learner-centered one. Likewise, it creates a more interactive teaching-learning climate where both teachers and students are engaged.

Sharma (2011) states that the new ICT gadgets provide the opportunity for self-paced learning through using several tools which have resulted in making teaching-learning enterprises more productive and meaningful. Using technology better facilitates language learning. It offers learners freedom and choice by providing them with a student-centered approach that actively engages them in learning, rather than requiring them to follow conventional instructional methods (Jewell, 2006).

Last but not the least, presently, PowerPoint slides as an ICT tool is becoming typical in both teachers' and students' educational and career life. A study conducted by Lari (2014) shows that if teaching topics are presented through visual tools, students are more likely to grasp the teaching concept.

## **2.6 ICT for English Language Learning Purposes**

Ammani (2016) stated that English and ICT have become crucial tools for a number reasons in our everyday life. He believes that ICT brings ease and better facilitates learning any subject, particularly learning the English Language.

ICT has enriched the learning process allowing knowledge and information to be easily distributed anytime in any corner of the world (Drigas, et al., 2014). According to them, ICT in the language classroom has plenty to offer the learners such as; enhancing their vocabulary, improving their reading, listening, speaking, and many other skills of a language.

Warschauer (2000) observed that the style of teaching language has altered. He found that every type of language teaching has possessed its inclusive technologies. For instance, those teachers who favored the grammar-translation method applied the technology of the blackboard which was a single-way information transmission. Later it was substituted with the overhead projector, which allowed for a teacher-centered learning approach.

## **2.7 ICT in Afghanistan Context**

Research carried out by Alokzay, Shadab, and Dawodzai (2022) aimed to find out the perceptions and hindrances of EFL (English as Foreign Language) teachers in Afghanistan in relation to the use of ICT in teaching and learning the English language. The result of this study represented that teachers of public universities appreciated the utilization of ICTs in both teaching and learning the

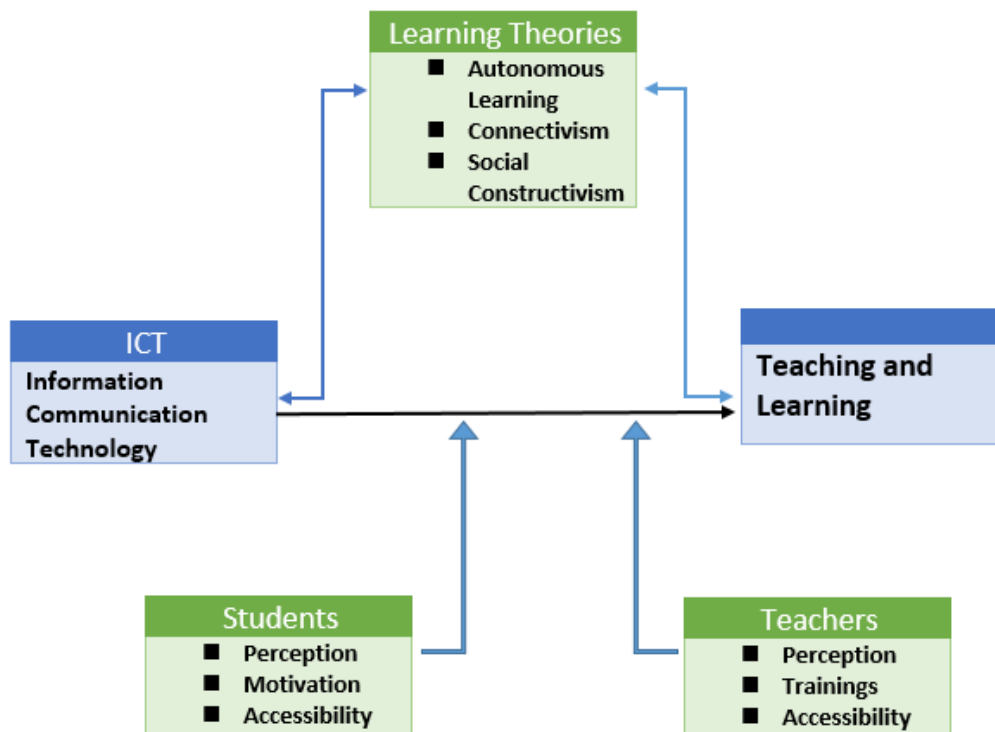
English Language. Moreover, the result reveals, Afghan EFL teachers are optimistic about the use of ICTs. The respondents believed that using ICT in teaching promotes students' performance, namely; boosting their motivation, increasing their collaborative work, escalating their independence, and developing their sense of learner autonomy. They also mentioned that ICT encourages students' passion and concentration on all four skills (Reading, Writing, Listening, and speaking) of the English language. The second aim of the study was to find out about the obstacles which hampered the Afghan teacher to use of ICT tools. It was unveiled that due to less attention from the Ministry of education (MoE) of Afghanistan, educational sectors are hardly given the priority to promote and adopt modern teaching-learning advances which is obviously the ICT-diverse alternative. Hence, the current study intends to further explore the importance of ICT in private schools so that it may be well-considered in their coming initiatives.

## **2.8 Conceptual Framework**

The following figure of Conceptual Framework demonstrates a mind-mapping plan for my study execution. The core concepts are ICT and its relationship with the teaching-learning English language. It is further illuminated by two other theories namely; autonomous learning theory( learners autonomy theory of Holec, 1981), Connectivism learning theory (Siemens, 2005) and social constructivism theory of Lev Vygotsky. As also mentioned in the literature review, learners autonomy theory is perceived to represent a state when the learner is able to take responsibility for his/her own learning accountabilities (Holec, 1981, as cited in Najeeb, 2012). The second theory is somewhat a recent one interpreted as "A learning theory for the digital age" (Siemens, 2005, as cited in Goldie, 2016). And the third theory is quite a well-know one. Vygotsky ( as cited in Verenikina, 2010) believed that "the human mind is constructed through a subject's

interactions with the world and is an attribute of the relationship between subject and object” ( p.2).

There are two other variables with exclusive factors that influence the ultimate impact of ICT in teaching and learning the English Language. The first variable is ‘student’ and its attributes are their perception, motivation, and accessibility. The second factor is ‘teacher’ with its special indicator like; their perception, training, and accessibility to ICT devices. Each variable is defined with its indicators inside the same box.



**Figure 1: Conceptual Framework for using ICT in Classroom Teaching-Learning Process**

## **Chapter 3**

### **Methodology**

Methodology is an essential part of every study. In this chapter you will find all about the Research approach, Research site, Research Participants, Sampling Procedure, Data Collection Methods, Role of the Researcher, Data Analysis, Ethical Issues and Concerns Credibility and Rigor and Limitations of the study

#### **3.1 Research Approach**

Based on the research title, questions, and themes, I selected a qualitative research approach since I intended to see the in-depth scenario. Qualitative approach is considered very essential in social subjects` studies as it helps the researcher to gather in-depth understanding of complex issues (Rust et al., 2017). McCombes (2019) states that in a qualitative method researchers gain detailed information about a particular phenomenon rather than making statistical inferences. By conducting this study, I wanted to discuss with stakeholders and participants and try to find many more aspects which may not be possible through quantitative research such as; participants' experiences, perceptions, and behavior. Therefore, in order to fulfill an in-depth analysis I preferred to choose qualitative research rather than a quantitative one. Furthermore, I applied this approach to look for the accurate data from the data collection, ontological and epistemological perspectives. And of course, for better understanding, thorough interpretation, and analysis of the themes the need was felt for a qualitative research approach.

#### **3.2 Research Site**

The site for this research was selected in Kabul, Afghanistan, particularly in three private schools. As a matter of fact, these schools met the criteria of my research title and questions like; ICT



equipment, English language classes, and a better observable teaching-learning environment. While public schools lack these facilities. They are as follows:

**School A:** This school is funded by a foreign philanthropist. It serves around 25,000 students and operates 70 Early Childhood Development (ECD) with 50 English, and 18 Computer Education centers. In total, the programs are run in 15 different districts in six provinces of Afghanistan assisting Afghan students to advance their English Language and information communication technology skills.

**School B:** This school is providing services for, secondary, post-secondary, and professional educational programs in Central Asia, particularly in Afghanistan, Tajikistan, Uzbekistan, and Kyrgyzstan. It covers a diverse range of English language programs, entrepreneurship trainings, mental math, vocational training, and computer classes. Its core aim is to train the young generation with the necessary skills of the cotemporary world and to enable them for today's job market.

**School C:** This school serves at primary, secondary, and post-secondary levels in Afghanistan. It is a well-known school in Afghanistan with experienced teachers and sufficient ICT support. It is claimed that this school is the first digital school in Afghanistan. It is believed that it is the only recognizable brand of education in Afghanistan where students benefit from teaching and learning practices at the international level. However, the tuition is comparatively higher than other schools in Kabul, Afghanistan, so most of its beneficiaries are from a wealthier socioeconomic background of the society which is why most of the classes are equipped with sufficient ICT facilities.

### **3.3 Research Participants**

The research participants were both teachers and students. There were 3 teachers from each private school which made 9 teachers in total. They were the participants in an in-depth one-on-one interview as well as for a class observation. Teachers of both genders were selected for the

interview. Moreover, there were three FGDs, students were asked to respond to FGD questions. There were 30 students in total, meaning that 10 students from each school participated in this study. The respondent students were aged between (13-17). And they were selected from both male and female genders.

### **3.4 Sampling Procedure**

Since the research approach is a qualitative one, the participants (respondents) were all selected purposefully. This type of sampling is often used in qualitative studies as it requires the researcher to choose participants who are the most relevant and useful to the purposes of the study (McCombes, 2019). For instance, the participants for interview was a group of 9 teachers who were chosen purposefully based on pre-specified criteria such as their working experience, qualification, and training received pedagogical skills.

Likewise, participants for Focused Group Discussions were also selected purposefully. The participants for FGD were all students. They have been selected purposefully from 3 different schools. In each school, there were 50 students. Consequently, 30 students were selected to participate in an in-person FGD. The criteria for choosing these students was their ability to express their idea (this matter was consulted with their teacher in advance) and of course, their willingness to participate.

And finally, for the observation, I selected 9 classes based on the convenience sampling method. I used this method because I believed the teachers I had interview with can better contribute me to access the required data in a convenient manner.

### **3.5 Data Collection Methods**

There were three different data collection methods: interview, FGD, and Observation. These methods were selected since they met the nature of the study. These methodologies are considered as primary elements of qualitative researches, as they allow the researcher to closely examine a phenomenon in its natural occurrence mode, therefore, in-depth and rich data and descriptions are produced about the selected phenomenon (Denzin & Lincoln, 2011; Pugach, 2001 as cited in Leko et al., 2021). Each method was accompanied by a guide that consisted series of questions. It is important to mention that all data were collected in person (I was physically present in the field to look for first-hand and reliable data).

#### **3.5.1 Interview method**

Qualitative interviews are conducted to provide the participants with plenty of opportunities to share their thoughts and voice their concerns. (Brinkmann, 2013). The interview was conducted in a face-to-face method between the researcher and the respondent. This one-to-one interview aimed to collect data from the field of the study. Therefore, the interview was counted as one of my main data collection instruments. Overall, I interviewed 9 teachers of which one was a female teacher and the rest were all male teachers. I recorded the conversation of the interviews on two different devices concurrently which was soon transcribed. It gave me chance to go through a personalized discussion using a detailed predesigned interview guide. It is to mention that the question was designed in an open-ended format to elicit respondents' views and opinions.

#### **3.5.2 Focus Group Discussion**

FGD was another essential method in this research. “Unlike interviews, which take place one-on-one, a focus group involves a group of participants being brought together and interviewed

simultaneously” (Leko et al., 2021, p.3). It helped me to explore more detailed and rich data about students' perspectives and attitudes toward ICT applications. I arranged 3 FGDs in total; there was one FGD per school. Each FGD consisted of a maximum of 10 participants. I facilitated the class and played the role of a debate host. I also took it when needed. Using an FGD guide, I asked a series of pre-designed questions as a class. Participants shared their responses in regard to the question. Students had the right to agree or contradict other ideas.

### **3.5.3 Observation**

The class observation was another essential method that helped me observe the situation with my own eyes. In class observations, I took field notes on the pedagogical use of ICT tools, their quantity, quality, and the user's attitudes and ability towards them. There were 9 classes observed using a semi-structured observation record sheet. And I employed a nonparticipant's observer role. “Nonparticipant observation, or direct observation, occurs when a researcher observes from the “sidelines” without interacting with participants” (Leko et al., 2021, p.4).

### **3.6 Role of the Researcher**

I have worked with different private schools since 2011. I have ten years of experience teaching English to various age groups. I have also obtained two bachelor's degrees one is in Computer Science and the second is in Arabic Language literature. I had done one qualitative study on girls' education in Afghanistan before which boosted my confidence and fed my enthusiasm to carry out another survey on ICTs implications in the English language teaching-learning in private schools of Kabul, Afghanistan. Regards to the findings of the study, I can ensure that the result derived from this research will not be shared in any case except in formal and legal way.

### **3.7 Data Analysis**

As per the demand of my study, I applied a thematic analysis method. According to Braun and Clarke (2006), this method is used to analyze qualitative data that entails searching, coding identifying, categorizing, analyzing, and reporting repeated and dominant patterns. It is a method for describing data that is accumulated through interviews, FGDs, and observations. This method is mostly used when trying to find out something about participants' opinions, knowledge, gestures, facial expressions, and experiences. It requires interpreting data by generating codes and constructing themes.

Personally, I applied the following steps to analyze the accumulated data; First of all, I transcribed the data. then I made myself familiar with the data which involved audio transcription, searching through the text, and taking initial notes. After that, I worked on coding the transcribed data. At this stage, I used QDA Miner software to search across the transcript interviews and highlighted similar, potential, and relevant themes. Then, I worked on generating themes. I carefully looked over the codes and identified patterns and similarities among them; this way started coming up with themes. Next, I reviewed the themes to make sure the themes are well-developed, suitable, and accurate representations of the data. Finally, I began defining and naming themes which included formulating exactly what each theme is representing and to better figure out and understand the data.

### **3.8 Ethical Issues and Concerns**

This research was carried out by seeking consent from every institution and participant. Prior to starting the data collection process, every participant signed a consent letter that clearly elaborated on the title, objectives, and purpose of this study. Moreover, it allowed them to partake or withdraw at any point in the study an example of the consent letter is added in the appendix. In accordance

with research ethics, rest assured that there is no mention of the names of the educational institutions the participants' names, gender or age, or any other related information in this study. This way it is ensured that all the personal data of the respondents who participated in my research were kept strictly confidential. Additionally, the best efforts were made to ensure the highest level of ethical compliance and attempts were made to observe the participants without any bias or prejudices. Fortunately, I did not face any ethical concerns at any stage of this study.

### **3.9 Credibility and Rigor**

To make sure the study is credible enough, before collecting data, I first piloted the tools with 3 participants. I peer debriefed, consulted with my supervisor, and discussed with other experts to get a holistic view of doing my research successfully. Fortunately, I had done other qualitative research before which made me familiar with the data collection and data analysis processes. What is more, I have worked as an English language instructor for 10 years. I believe this experience has made me capable enough to look for more detailed, rich, and in-depth data. To conclude, I collected data from multiple sources, using triangulation to confirm findings and checking for consistency and agreement among participants.

### **3.10 Limitations of the study**

There is no doubt that every study has its limitations. There were a number of barriers I encountered when conducting this research. One of the most typical could be the official barriers, this means that many offices in Afghanistan strictly follow safeguarding rules. It prohibits a male staff to sit with female staff in one class/office. So, I was not permitted to one-on-one interview a female teacher in a quiet place. Instead, I suggested to conduct the interview in the principal's

office. This may have affected her opinions. She could have hedged some points relating to administrative perspectives.

Another issue was related to the number of female participants in my interviews. Due to rigid governmental rules on women, I hardly found one single female participant who agreed to contribute to this study. The rest were all male participants. If I had kept the balance between male and female participants, the findings could have been even more pure and transparent. Thirdly, lack of time was another issue. Besides the limited time, I had other professional responsibilities as well. This may have influenced the overall result of the study.

Last but not the least, I was asked to complete this paper within 4 months' time which I believe wasn't sufficient amount of time for a detailed and thorough study to be done, therefore, in order to make it a more reliable piece of work, I worked hard and devoted special day-and-night attention to it.

## **Chapter 4**

### **Results**

#### **4.1 Introduction**

This chapter demonstrates the result found from teachers` interviews, focused group discussion (FGD) with students, and class observations from three different private schools in Kabul. Overall, there were 9 interviews (3 per school), 3 FGDs (1 per school), and 9 class observations (3 per school). Each research tool and method was based on a particular objective. For instance, the interviews aimed to assemble significant information about teachers' perception of ICT applications in learning the English language. FGD on the other hand aimed to target students` notion of ICT usage in developing English language skills. Similarly, the sole intention for class observation was to gather sufficient data on available ICT tools, their status, and functionality in different stages of the teaching and learning process. Fortunately, the findings from each method or tool served the core intention of this study which was to explore the Use of Information Communication Technology (ICT) in Teaching-Learning the English Language in Private schools of Kabul, Afghanistan. In addition, every tool was designed to answer pre-specified research questions, for example, the findings from the interview were responding to the first question of the study which is: How do teachers perceive the use of ICT in the teaching process? Meantime, question two: How to students perceive the usage of ICT in the learning process?) was answered by the data found through FGD with students. And the result from class observation contributed with answer the last question of this study which was: What are the ICT facilities available in private schools of Kabul city?



## **4.2 Results Found from Teachers' Interview**

The conduction of interviews with 9 teachers from three different schools was very fruitful. As a matter of fact, it enabled me to gather varied and sufficient information. The findings include teachers' perception of ICT, training needed for teachers, autonomous learning habits encouraged by ICT, the influences ICT on different stages of teaching practices, ICT facilities available in English classrooms, the poor culture of using ICT facilities, being connected to students beyond the class, administrative support, challenges and disadvantages, and suggestions for further improvement.

The data found from teachers' interview is undergone a systematic thematic analysis. Each interview aimed to focus on the teacher's perceptions of the use of ICT in teaching the English Language. The findings are presented in form of a direct quotation of the interviewee, a summary of their thoughts, a paraphrase of what they meant, and sometimes in form of further elaboration. The findings are presented under related themes in the following sections.

### **4.2.1 Teachers' Perception Regarding ICT**

When teachers were asked about whether or not they see a correlation between ICT and teaching the English Language, they all agreed that there is a direct correlation between these two subjects. One thing they all pointed out was the ease and facilitation the ICT tools offer for teaching purposes. Accordingly, one of the teachers stated that:

“I believe there is a strong correlation between ICT devices and teaching the English Language. These days learning almost any knowledge has become very easy and possible through using ICT facilities. ICT brings plenty of choices for teachers and students to use from. Meaning that, a teacher can use a variety of ICT tools to deliver an effective and

memorable lesson to his/her students.”

Elyas, Interview-1, School-C, 15-11-22

Another important point they mentioned was that ICT tools pave the way for teachers to benefit from authentic teaching materials. What they mean is that teachers can provide real and native English-speaking extracts in classes that encourage students to learn in a natural manner. In relation to the issue one of the teachers echoed “Teachers can use authentic teaching material like native speakers, speeches, TV or radio program, podcasts or even speaking opportunities with a native speaker via zoom or other online platforms” (Karim, Interview-3, School-C, 17-11-22).

Moreover, the Respondents believed that by using ICT tools they can better engage students in various fun and engaging activities as he stated “If we want to improve someone we have to use or utilize whatever we have at our disposal, be it technology or even traditional methods. But in my idea, if we use technology (ICT), it just results in a better experience. In a fun way. If you don’t use the ICT the class seems boring” (Jawed, Interview-2, School-B, 15-11-22).

Lastly, every teacher who was interviewed perceived ICT plays an important role in their daily teaching routines. They raised numerous reasons for it. Firstly it is because ICT tools provide visual support for teaching different contexts. Secondly, it is due that the fact that ICT facilities make the teaching process more effective and memorable. Thirdly, it is because ICT devices affect the way teachers present the new lesson. These tools will help every individual teacher to enjoy their teaching experience along with better and long-lasting learning impacts on students.

#### **4.2.2. The Need for Pedagogical Training on the Usage of ICT**

The majority of the teachers mentioned that they have not received any training for this purpose. Meantime, they claimed that most of their ICT knowledge for teaching purposes comes from their

own endeavors, meaning that, up until now most of their ICT-in-teaching knowledge is self-learned and self-taught. Here is what one of the female participants said, “Actually no. I have watched some videos on YouTube and there are some materials I have found the PDF of that, so I studied with myself and then I applied it in my classes” (Farida, Interview-1, School-A, 13-11-22).

However, the teachers in the third school (School C) said they were trained on how to use the available ICT tools when they were newly recruited. Still, it seems like some kind of orientation that every organization normally follows. Here is a direct quote from one of the participants who claimed to have been trained for this purpose, “Yes, we have. When a new teacher is hired in this school. He/she must be aware of all the tools used in the classes. Like; Digital board, LCD, LMS, and other related stuff. For that reason, every new employee is trained or given an orientation on how to use these devices” (Karim, Interview-3, School-C, 17-11-22)

Therefore, this notion could be derived from their ideas that Afghan English teachers, who are working in private schools, are in severe need of training on the pedagogical use of ICT means. I am highlighting this point that one of the schools I studied was quite well-known locally, but still, its teaching staff was not trained on how to use ICT tools for teaching purposes in particular.

#### **4.2.3 ICT Encourages Autonomous Learning Habits**

Some of the teachers pointed out that using ICT devices encourages autonomous learning habits. That is, both teachers and students will develop the habit of self-learning. When they realize that in the so-called ‘*era of technology*,’ almost anything is learnable with the contribution of ICT tools, then why shouldn’t they themselves rise up and seek knowledge? Once they feel the confidence of learning on their own, then that is the time when people rely more on technological devices to

build up their own understandings. Here is a saying of one of the respondents who have beautifully elaborated on the idea.

“As you know ICT is all about the technological devices they are mainly used in the part of improving oneself. So, teaching and learning, like both of them are connected to the improvement of one person or an individual. So, if we want to improve someone we have to use or utilize whatever we have at our disposal, be it technology or even traditional methods. But in my idea if we use technology (ICT), it just results in a better experience.”

Jawed, Interview-2, School-B, 15-11-22

However, “we see very few examples of autonomous learners in our classes” they said. The factors behind it could be assumed to be; poor culture of self-studying, and having access to various social media. Illiterate parents, flaws in the school curriculum, low culture or etiquette of using ICT tools and so many more. One of the participant said, “I had a student and then he prepared himself on himself, by himself, let's say that we do have (such students) but that's very rare. Let's say that in a thousand, you can find one person who is an autonomous learner, but others should be forced to study” (Farhad, Interview-1, School-B, 14-11-22).

#### **4.2.4 Influences of ICT of Teaching Practices**

All the Respondents believed that ICT tools contribute to different parts of teaching. Or in other words, we can use ICT means to facilitate A-Z of teaching aspects. For instance; when preparing for a lesson or planning for it, teachers use a variety of tools to aim for a successful, effective and efficient lesson presentation. Regarding lesson preparation one Respondent said, “When preparing a lesson plan, we have to do it in a word document. So, starting from preparation which is finding related materials or printing papers or printing the exercises or making the grammar activities.

Whatever we do we are getting connected to ICT tools” (Maqsood, Interview-3, School-B, 16-11-22).

It was further stated that teachers can utilize ICT tools in other teaching parts as well based on their needs and creativity. To name a few, teachers productively initiate new teaching contexts, play fun games, contextualize ambiguous concepts, visualize unknown terms or glossaries, summarize huge contents and so many more. It was mentioned different accessories are used to prepare lesson materials, print handouts. They also prepared PowerPoint slides, so they can have better lesson execution.

The study also revealed that some teachers are very optimistic about the contribution that ICT makes to the teaching profession. For instance, one of the teachers claimed that ICTs can help students understand the new teaching concept far easier when they are presented through visual IT tools. He further stated that by utilizing ICT teachers can help students get a clear picture of what is being taught, if there were no ICT innervations in lesson execution, the lesson will sound as something vague and ambiguous. Thus, technological teaching aids maintain the sense of reality in English language classes.

#### **4.2.5 ICT Facilities Available in English Classrooms**

All the teachers mentioned that they have access to computers (either laptop or desktop), Multimedia players an internet connection, and display screens (LCD or LED). While only teachers at school A were not satisfied with their internet connection, as they objected that the quality of the internet is very unstable. They further claimed that with the existing bandwidth, they are not capable of benefiting from any online resources. Additionally, teachers at this school were not content with the number of PCs provided. They said that two teachers are sharing one PC and it is a big challenge for them. One of the participants echoed as “I mostly use the ICT tools to write

my lesson plan, to prepare lesson materials for my class. For example, I use computer, cellphone, internet and also printer. Here we have everything needed available, like a color printer” (Farida, Interview-1, School-A, 13-11-22).

#### **4.2.6 Poor Culture of using ICT Facilities**

Every single teacher who was interviewed mentioned that most people in Afghanistan, particularly the young generation don't use ICT tools in the proper manner. What they meant was ICT tools are utilized as a mean time-passing and entertainment rather than being used for educational purposes. They further stated that young citizens are just wasting their time, energy and money on social media. That being the case, students were not allowed to use any connectivity inside the classroom. This point was highly emphasized by one of the Respondents who has taught for the last 25 years.

“If they are not mentally prepared or mature enough then why not. Unfortunately, I believe students are not in such maturity to be provided with an internet connection inside the class. It is because they don't really know the culture of using the internet in Afghanistan. We mostly see youths stay awake until 2 in the morning. It kills their time. If they knew the proper usage of ICT devices it would very helpful, but the fact is they don't know how to use it.”

Ali, Interview-2, School-A, 14-11-22

On the other hand, students at school C were allowed to use the internet, but under certain conditions. School C is the place where mostly wealthier children are enrolled. Students are provided with access to the internet within the campus, however, all the social websites are blocked. They can only use it for educational purposes.

#### 4.2.7 A Pathway to Connect Students Seamlessly

Both schools (B and C) had launched initiatives for teachers to stay connected with their students beyond the class. Some teachers used Google Classroom, WhatsApp, Zoom, and voice call to get with their pupils. Whereas, teachers at school A were less optimistic in this regard. The reason for it was claimed to be the low socioeconomic background of the students. The majority of students at school C can't afford the internet cost. That is possibly the one reason for teachers show less propensity for being connected beyond the class as he mentioned "Yes, I am connected beyond the class. You know the context of Afghanistan, not every student can afford the internet. Students in Afghanistan, specifically in our area are not using it for learning purposes" (Ahmad, Interview-3, School-A, 15-11-22).

In addition, only school C used a Learning Management System (LMS), or what they called *Moodle* where both teachers and students could upload and download teaching materials, lesson activities, and learning assignments. Also, school C provided students with digital content. It was believed that the digital curriculum is equivalent to international scales allowing students to benefit the cutting-edge technology in education.

"We have abandoned conventional textbooks. This literally means the integration of new and up-to-the-date technology or ICTs in education has pushed the young generation to their limits to expand their learning horizons. Students at our school are all provided with tablets that can easily get access to our digital content."

Elyas, Interview-1, School-C, 15-11-22

#### **4.2.8 Administrative Support**

Teachers of two schools (B and C) admitted that their administrative authorities are supportive enough. They do provide what is needed from the ICT tools. As well as that, it was argued that their administration is quite optimistic about the use of technological devices in English Language learning as one of the participants said

“This literally means the integration of new and up-to-the-date technology or ICTs in education has pushed the young generation to their limits to expand their learning horizons. Students at our school are all provided with tablets that can easily get access to our digital content”

(Elyas, Interview-1, School-C, 15-11-22).

However, teachers at school A were less satisfied with their administrative personnel regarding the provision of required ICT devices. It was frequently stated that teachers are given less priority it comes to decision-making. Therefore, ideas about renewing or purchasing new ICT devices are not easily accepted. One of the teachers at school A mentioned that there are new restrictions and limitations imposed from the office side that leaves teachers with a very low internet connection (Bandwidth). One respondent said the following when he was asked about administrative support on the topic of internet connection “Even we are not provided with a good internet connection as we are in the first like, let alone the students. If we are not properly equipped with the right connection, how the student will be provided with it” (Ali, Interview-2, School-A, 14-11-22).

#### **4.2.9 Challenges and Disadvantages**

When teachers were asked about what challenges they face in terms of ICT tools utilization. Teachers at school C were quite satisfied as they said they have not faced any serious technical



issues. Likewise, teachers at school B were also content with the proper functionality of available tools in their classes.

Nonetheless, the English teaching staff at School A were not pleased with the performance of ICT tools in their classes. They claimed that some devices are old like multimedia players which are not working properly. Sometimes, they face bigger problems like power-cut issues. And of course, the low internet bandwidth has always been a challenge for them.

Furthermore, some respondents highlighted the disadvantages of ICT utilization in the Afghanistan context. They believe ICT discontinues students` creativity and makes them dependent individuals. Meantime, others argued that ICT devices will negatively affect the user's physical well-being, especially damaging their eyesight. One of the participants argued that when people have access to unlimited sources online. It means that there are sites that are advantageous as well as there are others with malicious and immoral content. When youth reach such resources, they will eventually ruin their body and soul. He also added that “When we have access to the internet, it means we have access to plenty of things, and there are various things available online. If young people get access to unethical websites it will obviously be very damaging for their soul” (Ahmad, Interview-3, School-A, 15-11-22).

#### **4.2.10 Suggestions for Further Improvement**

Lastly, I asked all the respondents to share their ideas on how to further promote using ICT tools. They had different responses. Some suggested working on improving ICT cultural etiquette prior to using ICT tools, while others suggested having more modern devices like smartboards and digital content. They also pointed out learning from other countries and how they utilize these tools. One respondent however mentioned.

“In my idea, its evolution will be inevitable. As the blackboard is replaced by the whiteboard, but one thing that concerns me now is that we are way behind compared to developed countries. But I would suggest, we should be using smartly the things like which we are lacking.”

Jawed, Interview-2, School-B, 15-11-22

### **4.3 Findings from Focus Group Discussion with Students:**

The core intention of conducting the FGD was to look for information on students-related perceptions. The result found in this intervention was as follows;

- Students perceived ICT application plays an essential role in learning the English language.
- ICT accelerates the learning process, Students need to be trained on how to properly use ICT facilities.
- There is a poor culture of using ICT facilities, some students face challenges using ICTs in classes.
- students use different tools for different purposes, there are different ICT tools available in some most of classes, some students believe there are disadvantages to ICT.
- Students` expectations from their Institution.

Overall, 3 FGDs were conducted. Each consisted of 10 students from three different schools which means 30 students partook in all the three FGDs in total. The main purpose for carrying out this FGD was to find out students' perceptions and ideologies regarding ICT usage in English Language classes. I used an FGD guide with 12 questions to look for relevant data. Once data was collected and transcribed, then it underwent the coding process and thematic analysis using an Application called QDA Miner. The findings from all three FGDs are combined in this chapter. A detailed analysis along with related theories is given in chapter 5.

### **4.3.1 Students' Perception about ICT in English Language Classes**

Students mentioned that ICT devices are of high significance in every English class. There were many reasons suggested. Students of all three schools consider it a vital factor for learning English. As one of the students stated, “I think ICT tools are necessary in every class. And it is very important in my idea” (Wahid, School C, FGD-3, 16-11-22).

Some students highlighted the importance of ICT in English classrooms. They believed ICTs provides assist students in various ways. Students will benefit from these tools based on their learning styles. One of the students said, “Everyone knows that ICT has a very important impact on learning English. As you know that we can use computers (ICT) to learn English easily. For example, we can use the dictionary, watch movies, or listen to some listening. They all can be effective in our lives” (Shams, School B, FGD-2, 14-11-22)

Moreover, some other points were also discussed in all the three FGDs. Students further mentioned that ICT tools bring ease to the learning process, make the lesson more appealing, add fun to the lesson, and engage students in lesson activities. During data collection it has been found from a student, “ICT devices have a lot of impact on learning English. We use the internet, and mobiles for the purpose of learning English. ICT devices like computers, LCDs, and mobile have a lot of impacts” (Marwa, School A, FGD-1, 13-11-22)

It was also claimed that without using ICT facilities classes will be less fun. One respondent believed that technological devices cause makes the class interesting and if they are not used in classes, especially in English language classrooms, the class will be boring.

### **4.3.2 ICT for Better and Speedy Learning**

When students were asked, how do ICT tools help them learn the English Language? All students agreed that ICT devices facilitate the learning process in a better way. They also mentioned fast-

track learning which is far speedier than the conventional way. Additionally, they point out the ease and authenticity which is only possible with ICT devices nowadays. One of them stated, “ICTs help us learn the English Language faster and better. If we don’t have them how can a student listen to the real and authentic pronunciation of English words and sounds” (Wahid, School C, FGD-3, 16-11-22)?

One respondent delightfully mentioned that ICT, the internet in particular, enables students to access any kind of information from online websites. He further hypothesized that without these facilities it would be very hard to learn the English language in a very short time. One of the students stated, “The good thing about ICT or the internet is that we can search and find anything we need and want. If we don’t have these things now learning English would be very difficult. It accelerates the learning process” (Shabir, School A, FGD-1, 13-11-22).

#### **4.3.3 Students Need to be Trained on how to Properly Use ICT Facilities**

In response to the question regarding special training on ICT proper usage, no one mentioned any time or experience of being taught on ICT facilities etiquette. However, they stated their knowledge of using these devices has been acquired implicitly. Meantime, some suggested that the young generation should be aware of all the pros and cons of these facilities so that they can avoid the disadvantages.

#### **4.3.4 Culture of Using ICT Facilities**

When students were asked to discuss whether or not everyone finds the ICT tools helpful. Students declared that it actually differs from person to person. On the other hand, the overall assumption was that there is a poor culture of using ICT facilities in Afghanistan. It was stated that the young generation mostly uses them to waste their time. One student however mentioned that students can

set proper schedules for them on when and how to use ICT devices. One of the students also said, “Well, it depends from person to person. Like they are invented for good purposes, but some people especially the young generation misuse them and waste their time playing games for very long hours” (Ali, School B, FGD-2, 14-11-22).

In the meantime, one student claimed that despite the common belief that there is a low culture of ICT implications in the Afghanistan context, students can make their own choice. That is, using ICT facilities is a matter of personal preference. While some might use it to learn and promote their skills, others might use them to kill time. Nevertheless, it is always a good idea to ask ourselves what, where, and how to use these facilities. It has been found, “I think it differs from person to person, but people should have a schedule for themselves on what to use and when to use and how to use it” (Jamshid, School A, FGD-1, 13-11-22).

#### **4.3.5 Challenges Students Face While Using ICT in Classes.**

Regarding the challenges, students face in the classrooms. Students at school B did not point out and significant issue. Likewise, students at school B were pleased with the way ICT devices are functioning. However, a few students at school A mentioned the issues like power cuts and poor function of some ICT devices in their classrooms in one FGD it has been found, “Sometimes there are problems of power shortage” (Karim, School A, FGD-1, 13-11-22).

#### **4.3.6 Different Tools for Different Purposes.**

All students agreed that the quantity of ICT tools makes a bigger influence. They discussed that there should be a variety of tools each functioning for a distinct purpose. Otherwise, a mass of all the same devices will be just a distraction to students’ minds. For instance, the administration should choose the devices in a way that suits students’ different learning styles be it visual learning

style, musical, auditory, kinesthetic, or any other type. As one of them added, “It would be a waste if we have many devices and don’t use them. But if we have different tools for a different purpose, it sure helps us learn English faster like smartboard” (Nazar, School B, FGD-2, 14-11-22).

#### **4.3.7 Available ICT Tools**

Students spoke of different ICT tools which are used in English classes. Most of them are used by teachers only that include a Laptop computer, LCD, Internet, and MP3 Player. Smartboard is used both by teachers and students. While students can solely use their own devices (PC, iPad, or smartphones) in some schools. Even in some classes, students are not allowed to use any personal electronic devices during the class. It is believed that these devices take students' attention away. A clear example could be the accessibility of internet connection for students inside the classrooms. It was even argued by the students themselves that if students are provided with an internet connection students will not pay attention to the main lesson, because they will be using social media. One of the participants stated, “If students are provided with internet access inside the class, it will distract students from the lesson. Students will pay less attention to the teacher because they will be using social media on their phones” (Qaseem, School C, FGD-3, 16-11-22)

#### **4.3.8 Disadvantages of ICT**

In response to the question, what are the disadvantages of ICT from learners’ perspectives? Some pointed physical issues relating to this. They believe problems like eyesight weaknesses, headaches, pain in the wrist, and backache will appear as a result of improper usage. One student said that ICT causes addiction for people. Like, people frequently use social media, listen to music, and watch movies. Another student mentioned that ICT tools kill students’ creativity. A number of other students believed that ICT (the Internet) wastes students’ time. One of the participants

also added, “It depends, some students use them in good ways. Like they use it to get information or learn something, while others misuse it. They play long hours and waste their time” (Akbar, School B, FGD-2, 16-11-22).

#### **4.3.9 Students’ Expectations from Their Institution**

In all three FGDs students mentioned some kind of expectations. For instance, in school, A student said that it is a good idea to have a digital board in classrooms. Since they believed digital boards will provide further learning advantages. A number of students asked for an internet connection inside the class. They further requested, “We need a library equipped with a computer and internet connection where students can search for information.” Another student said “There should be a smartboard board. Online activities, new and up-to-date methodology” (Khalida, School A, FGD-1, 13-11-22).

#### **4.4 Result Deduced from Class Observations**

The class observations were based on the number of teachers who were interviewed. Meaning, there were 9 class observations in total. Each school contributed to three class observations. So, 3 in 3 equals 9. The classes were observed in a non-participatory method. I as a passive member in the classes observed every single activity prior to, during, and after the class which was related to ICT utilization. It is important to mention most of the data was gathered by taking notes, then it was coded and lastly themes were derived from it. A detailed class observation guide/checklist was developed to keep me on track. One sample of the observation guide is enclosed in the appendix.

The class observation intended to look for information associated with class-based ICT practices and the available ICT tools along with their status. It was found that some teachers use ICTs to

write their lesson planning and take preparation, initiate new teaching concepts, conclude the lesson, and make students use ICT to do their assignments. Additionally, it was found that there are different quantities of ICT tools are available in different schools with different statuses which used for different purposes. It was also unveiled that some schools are more successful in that others in terms of ICT tools application in English Classrooms.

#### **4.4.1 ICT in Lesson Planning and Preparation**

Since lesson planning and preparation for lessons is considered very significant in teaching, teachers in each of the three schools tried their best to get use the available tools in the best way possible. Teachers at school C for instance had the highest number of ICT tools at their disposal. They had smartboards, reliable internet connection, teacher corner (a special zone for teachers with necessary tools), high-quality laptops, and even students accessed stable internet connection within the campus.

On the other hand, school B lacked smartboards in the classrooms. Instead, teachers used LCDs to display visual activities. The internet connection was pretty stable though. Teachers could consult online sources. The teachers had plenty of time to prepare for the class. Meanwhile, teachers could use both Black & White and Color-printer which was accessible online. Each teacher was provided with a laptop. They had their own classrooms and privacy to prepare for their classes.

Nevertheless, teachers at School A had the least ICT tools available. Two teachers had to share a desktop computer which was very challenging to handle. Even at times, teachers had to handwrite their lesson plans on paper and sticky notes. Meantime, the internet connection was very unstable. The teacher was observed could not benefit from any online resources. One of the teachers could not make any photocopies because the photocopies machine was not working properly.



#### 4.4.2 ICT to Initiate New Teaching Concepts

For the purpose of initiating new teaching ideas. Both schools B and C engaged ICT tools to help students conceptualize and visualize the new teaching concept. However, only one teacher at school C used his PC and LCD to display some photos on the screen. The rest just did it in a conventional way.

#### 4.4.3 Available ICT tools, Their Purposes, and Their Status

During the observation it has been noticed that both similarities and differences in terms of accessing ICT facilities. In all schools, visual ICT tools were the most common thing amid all. While the quality of each tool was different in each school. Likewise, all three schools attempted to provide internet access for the teacher. However, schools C and B were more successful than school A.

The table below displays a summary of all the available ICT tools along with their purpose and status.

**Table: Summary of Available ICT Tools in Schools**

No	Name (ICT facility)	School	Purpose	Status
1	Computer	A, B & C	It was the main source for lesson planning, preparation, and lesson presentation.	Unlike schools B & C, the school had provided a desktop for teachers and it wasn't sufficient as well.

2	Internet connection	A, B & C	It was mostly used in the lesson preparation stage. Some teachers also used it during the class to get use of online sources.	The connection at school B & C were good enough around (5MB/Sec). Although School A had the same internet speed, it was mainly accessed by non-teaching staff. That leaves around (1.5MB/Sec) for teaching staff.
3	Digital Board	C	It was used for lesson presentation, visualization, and other lesson-related exercises.	Since it was newly purchased. It was in a good state.
4	LCD	A & B	It was mainly used jointly with PC to display visuals and to play the listening	LCD at school were bigger in size (65"= 56.7"144cm X 31.9" 81 cm). While LCD at school A were rather smaller. Also, not every class had LCD at school A.
5	MP3 Player	A	Used for playing the listening exercise.	It was replaced by LCD in the other two schools Somewhat in poor condition
6	Flash Drive	A	Used jointly with MP3 player and LCD to transfer and play audio and video contents	Good enough
7	Mobile phones	A, B & C	Used when needed	- Varied person to person

#### **4.4.4 ICT Engagement in Lesson Conclusion and Doing Assignment**

Lastly, some teachers used ICT devices to have a summary of the lesson taught in a day. They either display some visuals like showing the main points on a screen or hand in some printed documents as a brief summary of the lesson. Furthermore, few teachers (only two teachers) assigned homework which will be done with the support of ICT tools.

#### **4.4.5 Challenges and Accomplishments**

It was observed that school C teachers faced fewer challenges compared to schools A and B. The reasons for its success were using brand-new devices, well-trained teachers, and of course looking after their maintenance on regular basis. On the other hand, school A was less successful in terms of applying ICT tools properly. Some teachers even abandoned the device due to some technical issues and a lack of on-time maintenance services. Similarly, as observed, teachers at school A faced challenges when using online resources. Therefore, they preferred offline tasks and activities the most.

In sum, three different methods were applied to gather rich, in-depth, and on-purpose information on the pre-defined topic or the core purpose of the study. The first method was an in-depth, one-on-one interview with teachers. It culminated in detailed and goal-oriented results. Such as, different beliefs and perspectives of English language teachers on the topic of ICT tool application in English classrooms. Also, various other issues and opportunities were unveiled throughout the interview, including; lack of training, the poor culture of ICT usage, autonomous learning habits, making the class more fun and engaging, challenges, and disadvantages. Moreover, the FGD was aided by a detailed FGD guide and contributed to finding a crucial amount of data and findings like students` perceptions in common, the need for ICT in every classroom, improper use of ICT

by a proportion of the young generation, and the need for training and awareness programs for young people in Afghanistan. Finally, the class observation aimed to hunt for information associated with class-based ICT practices and the available ICT tools along with their status. The findings from this interview revealed both ICT-related success and areas of improvement from three different schools

## **Chapter 5**

### **Discussion and Conclusion**

#### **5.1 Discussion**

The main purpose of this study was to explore teachers` and students` perceptions of ICT utilization in English Classes at private schools, in Kabul, Afghanistan. The core assumptions were based on three learning theories; the Theory of social constructivism by Vygotsky, the Autonomous learning theory by Henri Holec, and the Connectivism learning theory by George Siemens and Stephen Downes. In light of the aforementioned theories, the following points were deduced.

##### **5.1.1 Perception of Teachers and Students on Using ICT in the Teaching-Learning Process**

In line with the theory of autonomous learning pioneered by Henri Holec (1981), the result demonstrated that some teachers and students believed that using ICT tools encourages self-directed learning habits. “Learning autonomy self-directed or undertaken on an autonomous basis” (Lewis, 2014, p. 37). Or in other words it is the capability of taking charge of our own learning tasks. He believed learners are likely to reach a state when they accept that they can fulfill their learning responsibilities with the assistance of their teachers or any other teaching aids. (Lewis, 2014). However, the findings of this study contradict the second part of Holec`s theory which is “learning without the use of teaching aids” while it was frequently mentioned that ICT tools are counted as reliable teaching aids. So, the result partially agrees with the autonomous learning theory. This means that people can learn new things without a teacher, but have to get used to other teaching tools at their disposal.

That being the case, the result fits into the social constructivism theory of Lev Vygotsky (1896-1934). According to Verenikina, (2010), learning occurs through social interaction. Now that ICT provides more opportunities for interaction through various social media platforms, learning language has become easier and more flexible. In this regard, Most of the respondents mentioned that ICT facilities better facilitate teaching-learning practices. In addition, it is widely argued that ICT tools function as means of social objects to further facilitate human interaction.

Furthermore, the findings of this study are parallel to the theory of Connectivism (Siemens, 2005) which manifests E-learning (Online learning) opportunities. Looking through the lens of Connectivism theory, people can easily manage their teaching and learning affairs with the support of digital technologies (Goldie, 2016). The majority of respondents supported this statement and described that online learning facilities be more prevalent during the COVID-19 pandemic period. Accordingly, one respondent stated:

“Before going to the main discussion, I want to mention that during the COVID period, people really understood the value of ICT. We used our phones to reach out to our students by activating voice and data bundles. The main point is that ICT has brought a great deal of facility for us to use from”.

Ahmad, Interview-3, School-A, 15-11-22

### **5.1.2 The significance of ICT facilities in Teaching and Learning English Language**

A number of participants (teachers and students) emphasized the importance of ICTs in teaching and learning English Language. Without any doubt, ICTs can have exponential advantages in the teaching and learning process these days. Providing unprecedented benefits, ICTs open the door to success and fast-track achievements for knowledge seekers. According to Al-Kamel (2018), people can save time and energy by utilizing ICT facilities. It provides plentiful opportunities for

learners to acquire the English language anywhere, anytime, without leaving their homes and without commuting to learning centers. He further highlights that now learners can gain instant comments and feedback online to improve their desirable skills. (Al-Kamel, 2018, p.4). It is widely argued that ICT facilitates the acquisition and absorption of knowledge, widens the range of opportunities, lessens loneliness, and paves better ways to access contemporary knowledge and skills (Mrunalini & Ramakrishna, 2016). Also, UNESCO (n.d.), has stated that there is a fundamental collaboration between ICT and educational sectors. ICT has observable influences on all formal, informal, and non-formal educational settings. We can witness paramount impacts in diverse programs from both profitable and non-profitable agencies.

### **5.1.3 Available Facilities in Private Schools**

It was unveiled that different schools in Kabul have access to different ICT facilities. That is due to the fact that the majority of private schools are self-funded. Therefore, they provide ICT facilities based on the income that is collected from students' fees. Some schools like school C attracted students from the wealthier class of society. Students with higher socioeconomic backgrounds are able to pay higher tuition, and more importantly, they can have access to a variety of ICT tools both at school and at home, namely, Digital boards, iPad, computers, High bandwidth internet connection, LCD and etc. Similarly, school B beneficiaries came from average socioeconomic backgrounds, it also provided the same tools as school C, except for iPads and digital boards. On the other hand, a limited number of private schools are funded by non-profitable organizations. Since they enroll students from underprivileged families and communities, they often don't ask for any fees or charges. Or if they do, the amount will be comparatively less. Hence, such schools cannot easily provide new technological devices. Unless the fund is approved from a higher hierarchical position side. A good example could be school A, where approving a new

budget for ICT facilities will take a very long time and strong justifications. This concern was also voiced by its administration that most of their proposal often gets rejected before reaching the highest hierarchical authority. Thus, it is not surprising that there are a few ICT tools available such as; MP3 players, a few number PCs, insufficient LCD, and poor internet connection.

#### **5.1.4 ICT in Private Schools` Education**

Private schools are considered more accountable than public schools in Afghanistan. It is due to the fact that people demand more from private schools. In exchange for high fees, people ask for better and up-to-date learning facilities. One key element for the success of the brand of education in Afghanistan is literally interconnected to the application of Information and communication facilities. It is claimed that ICTs are used to improve the quality of education, increase students` participation, and result in better accomplishments for all students. (Kumar & Pasricha, 2014). They further pointed out that ICTs are used as fine tools to expand educational horizons for teachers and students. However, it is of great importance to take into account its potential drawbacks as well. For instance, one prominent downside to it could be the creation of a gap between rich and poor education qualities.

The findings from both interviews and class observation portrayed different ways and measures of ICT application in different schools. The third question along with its two sub-questions aimed to explore further around this topic. It was revealed that almost all of the teachers are optimistic about using ICT devices in English classes. A small minority of the teachers who interview were somehow reluctant to say that ICT devices bring about positive change in learning the English language. For instance, it was bright up that using a variety of ICT tools causes distraction for students. Or in other words, ICT shifts the attention of students from the teacher to technological devices used in a class. This will then influence the reliability of the teacher.



To be particular, teachers in all three schools applied a range of different devices for different purposes. For example, the computer was used to write the lesson plan, and prepare for lessons. Save and store teaching-related data, design lesson activities and so much more. Likewise, the internet was used to let teachers have access to online, up-to-date, and credible resources. Other devices like LCD, MP3 player flash drives, mobile phones, and iPads were also utilized as technological teaching aids. Smartboard, on the other hand, was merely used by school C, whereas schools A and B used did not provide any digital board in their classes. However, it was highlighted by almost all the teachers to have it in the near future.

### **5.1.5 Challenges and Opportunities**

Despite the optimism voiced by the majority of the participants, they also raised some concerns in relation to ICTs advancements in their own context. It was generally perceived that ICTs can open numerous doors of success for both teachers and learners. As one of the participants stated

“We have abandoned conventional textbooks. This literally means the integration of new and up-to-the-date technology or ICTs in education has pushed the young generation to their limits to expand their learning horizons. Students at our school are all provided with tablets that can easily get access to our digital content.”

Elyas, Interview-1, School-C, 15-11-22

However, there it was also perceived that if users are not cautious enough about ICTs negative consequences, they could easily abandon the positive points and turn to using them inappropriately. To better elaborate, one of the participants stated that we have never been exposed to this much amount of information and accessibilities. There is everything accessible out there,

but the problem is, many of the young people cannot distinguish between what is right and what is wrong. (Ahmad, Interview-3, School-A, 15-11-22).

Therefore, it was suggested that, the government, ISPs (internet service providers), schools and parents have the responsibility to filter all websites containing immoral contents. Moreover, they should be well-educated on the side effects of ICTs so, they understand what to use, how to use and why to use these devices.

## **5.2 Conclusion**

In general, the findings from this study revealed some interesting facts about ICT applications in private schools in Kabul, Afghanistan. The result from teachers' interviews and students' FGD shows that most of the teachers are optimistic about the influence of ICT tools in English language classrooms. It was also believed that ICT tools facilitate both the teaching and learning processes, encourage learner autonomy, provide authentic learning resources, and make the class fun and engaging. On the contrary, it was unveiled that there is a poor culture of ICT usage in Kabul, especially among the young generation. It was also noticed that a very small minority of young students use these facilities for self-development purposes, while the rest use ICT tools improperly. Furthermore, by observing classes in person, it was understood that students are interested in applying ICT inside and outside their classrooms. However, students with low socioeconomic backgrounds are less likely to benefit from different ICT facilities. It is important to mention that not every private school in Kabul is equipped with the needed ICT tools, only the ones with higher funding or better income are eager to provide ICT tools in English language classes.

All in all, the core purpose of the study was achieved with the support of three different research methods and tools. Having done the study in person helped me gather the most reliable and first-hand information about the pre-specified topic. Fortunately, the result was in close alignment with

the research questions. The most surprising result found in this study is the fact that fewer young people tended to be self-directed learners despite having access to a variety of ICT tools. And finally, it has been learned before applying any technological advancement. It is a must to know how, where, and why to use it. I also realized that doing a study in which the researcher is physically present leads to many credible findings. I understood that field-based research actually provides the opportunity to consider different aspects of the study that consequently results in the successful completion of the study.

It is a good idea if further studies can be carried out to cover topics on; the use of ICT tools in public schools, public opinion about ICT's impacts on language learning skills, and/or developed and underdeveloped contexts of ICT utilization.

In conclusion, educationalists, government bodies, the ministry of higher education, school authorities, teachers, and parents are all accountable for promoting the right and appropriate culture of ICT facilities in Afghanistan. Otherwise, young Afghan students will continue wasting their time, money, and energy on numerous social media for many years to come.

### **5.3 Recommendations**

Based on the findings of this study, I would like to offer the following recommendations. In order to get a holistic idea. I have divided my recommendations into four categories which are; (a) Teachers' Capacity Building and Teaching Perspective (b) ICT-based Materials Perspective (c) Classroom Management Perspective (d) Administration and Management Perspective

#### **a) Teachers' Capacity Building and Teaching Perspective**

1. All English teachers need to be well-acquainted with the pedagogical aspects of the available ICT tools in different classes.

2. Special training/workshops could be held to boost teachers' ICT skills. It will benefit both teachers and students to operate technology-based classrooms more efficiently interactive.

**b) ICT-based Materials Perspective**

1. As per the demand of the contemporary education systems around the world, the utilization of ICTs in English classes need to be seriously taken into consideration.
2. All English classrooms could be equipped with the necessary ICT tools. Since the study showed that we can learn English much faster with these devices. In addition, understood from the findings that ICT tools can have a positive influence on every skill of language acquisition. Then it would be a very good idea to provide various ICT accessories in each class.

**c) Classroom Management Perspective**

1. The classroom environment could be comfortable and convenient. It is due to the fact that some students complained about their classroom size. They mentioned that their class is not spacious enough to install the needed ICT devices.
2. It is a good idea to make the seating arrangements as flexible as possible so that different interaction patterns such as; individual-work, pair-work, and group-work activities are possible.

**d) Administration and Management Perspective**

1. Devices with broken parts and low functionality should be renewed, otherwise, they will just waste teachers' and students' time.
2. All private schools need to provide sufficient training and orientation for newly hired teachers. As some new teachers did not use the tools in the proper manner since they didn't know how to use them.

3. Teachers' voices should be heard and their demands for ICT-based teaching aids should be met as per their requests.
4. Internet connection has the highest influence on learning the English Language, Therefore, teachers and students should be provided with access to a high-speed internet connection.
5. A new position might be created to look after technological equipment maintenance. The newly hired workforce should be expert enough to resolve different kinds of hindrances encountered by teachers.
6. School boards could schedule ICT usage awareness sessions on a regular basis. The majority of the teachers who were interviewed said that their students misuse their ICT facilities. Especially, the internet and social media waste a great deal of students' time, money, and eyesight energy.
7. It will be a good idea not to permit students to allow social media within the campus. Since it was proved that not every student is willing to use educational internet sources inside their classes.

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## Appendix A. Consent Letter

I \_\_\_\_\_Teacher/ Student of \_\_\_\_\_, agree to participate in the research titled ‘**Use of Information Communication Technology (ICT) in the process of teaching and learning English language in Private schools of Kabul, Afghanistan**’, conducted by Mr. Baqauddin Baqaa who has discussed the research purpose with me in advance.

I know that:

- The research is conducted by Mr. Baqauddin who aims to complete his master’s degree thesis at BRAC University based in Dhaka, Bangladesh
- The research does not have any potential benefit or harm to me
- My participation is completely **voluntary**
- I have the right to withdraw my participation from the research at any time without any implications to me
- My participation will help the researcher to collect better and on purpose data.
- My identify is kept **anonymous** and the data I provided will be kept **confidential**
- The data provided from my side is solely used for the mentioned research title.

In addition, I don’t mind

- Any audio recording throughout the interview process.
- The length of time which is 25 minutes
- If the results of the study is published as long as my identity is anonymous.

Full Name: \_\_\_\_\_ Designation: \_\_\_\_\_

Contact No: \_\_\_\_\_Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix B. Interview Guide

School Name: \_\_\_\_\_ Location: \_\_\_\_\_ School Type: \_\_\_\_\_

Teacher`s (T) Name: \_\_\_\_\_ T. Exp: \_\_\_\_\_ T. Qualification: \_\_\_\_\_

### Core Questions:

1. What connection do you see between ICT and learning English Language?
2. What trainings have you received on pedagogical use of ICT teaching and learning purposes?
3. Do you use ICT tools for your class preparation? What are they? How?
4. What ICT facilities do you use during your class? Why?
5. Does your school/institution provide you with internet access? What purposes do you use it for? How do you evaluate its quality (Bandwidth)?
6. How do stay connected with your students beyond the class?
7. Are your students equipped with internet connection inside the class?
8. Do you have any Learning Management System? If yes, how effective do you find it? If no do you think it will be beneficial?
9. What are the impacts of using ICT in teaching English?
10. What are the consequences of not applying ICT tools in English classes?
11. How do you evaluate using ICT tools in teaching English Language?
12. What aspects of your teaching are mostly affected by using ICT devices?
13. How have your students found out using ICT tools?
14. How does your administration see the use of ICT tool in teaching learning? Why
15. What should be done to further promote using ICT tools?

## Appendix C. Focus Group Discussion Guide

School Name: \_\_\_\_\_ S. Location: \_\_\_\_\_ S. Type \_\_\_\_\_

FGD Conduction time: From: \_\_\_\_ To: \_\_\_\_ Level/Grade: \_\_\_\_\_

No of Students: \_\_\_\_\_

1. What is your idea about ICT engagement learning English language?
2. How does ICT help you better learn English language?
3. Have you received any special trainings/ sessions on how to use ICT for learning English language? If yes, Please share it?
4. How helpful do you think ICTs are for students?
5. What are the challenges you often face while using ICT in the classroom?
6. How often do you use/your teacher uses ICT tools in class? Please name them.
7. Do you have ICT tools at home? What are they?
8. What are the advantages of using ICTs in English language classes?
9. What are the disadvantages of using ICTs in English language classes?
10. What are the importance of utilizing ICT in teaching and learning English language?
11. How do you evaluate the quality of ICT devices used in your classroom?
12. What is your suggestion to the school board about providing more ICT tools?

## Appendix D. Classroom Observation Guideline

School Name: \_\_\_\_\_ Teacher`s Name: \_\_\_\_\_ Class time: \_\_\_\_\_

Level/Grade: \_\_\_\_\_ No. of Students: \_\_\_\_\_ Subject: \_\_\_\_\_

### Lesson planning and preparation

No	Points to be observed	Findings
1	How does the teacher engage ICT when preparing for the lesson?	
2	What ICT tools are used for better class preparation?	
3	How ICT is perceived in lesson planning?	
4	What are the challenges faced by the teacher during class preparation in terms of ICT application?	

### Recap of pervious lesson & initiating new concept

No	Points to be observed	Findings
1	How does the teacher engage ICT to recap previous lesson?	
2	What ICT gadgets are used to facilitate new concept presentation?	

### Lesson delivery and execution

No	Points to be observed	Findings
1	How ICT is involved in teaching methodology overall?	
2	What kinds of ICT tools are used during class execution?	
3	How ICT is engaged for different purposes of lesson delivery?	

**Conclusion & Homework.**

No	Points to be observed	Findings
1	How does the teacher conclude the lesson using ICT tools?	
2	What ICT tools will be involved in doing the assignment?	

**Teaching-learning ICT Related knowledge**

No	Points to be observed	Findings and comments
1	How well can the teacher use ICT tools?	
2	What is students` capacity in using ICT in the class?	

**Challenges**

No	Points to be observed	Findings and comments
1	What are some challenges teachers faced using ICT in the class?	
2	What are some challenges students faced using ICT in the class?	

**List of ICT Tools available:**

1. _____	5. _____	9. _____
2. _____	6. _____	10. _____
3. _____	7. _____	11. _____
4. _____	8. _____	12. _____

**Any other comments:**

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## Appendix E. Sample of FGD Notes

**Researcher:** Thanks for your time and cooperation. Your ideas are really appreciated. My first question to you is, do you think ICT devices have any impact on learning English Language?

**Student A:** In the name of kind Allah, everyone knows that ICT has a very important impact on learning English. As you know that we can use computer (ICT) to learn English easily. For example, we can use dictionary, watch movies, or listen to some listening. They all can be effective in our lives.

**Student B:** Well, In the name of Allah. As he said, ICT devices has a lot of impact in learning English, because they are founded technologies. Like when we want to watch movies we can see the subtitles. This way we can learn a lot of English words from it. We use internet, mobiles for the purpose of learning English. ICT devices like computer, LCD, and mobile have a lot of impact. So, when we use mobiles for learning English we go to websites, we can practice listening skill. We can go to YouTube to practice English.

**Researcher:** Thank you. Let`s go to the other questions. Out of the four skill in English which one is really affected by the ICT tools?

**Interviewees:** listening, Reading .... **Student C:** for example, when you are watching movies on your mobile, you are listening to it. Or when you listen to lectures on YouTube you can see the subtitle and you can improve you reading as well.

**Researcher:** What about writing and speaking skills? Are there ICT devices that you can improve them as well?

**Student D:** Yes, in our mobiles we have internet connection. So we can use internet to read things like books, webpages to improve our reading skill.

**Student C:** And also in speaking, we can communicate with other people online. Or we can record our voice to check our speaking skill.

**Researcher:** OK, Thanks. And let`s talk about subskills, what ICT tools do you use to improve them?

**Student E:** Well, we can use dictionaries to check for spelling, Meaning and pronunciation.

**Student B:** And there are a lot of Lectures (tutorials) on YouTube we can use watch them to improve our grammar, pronunciation, idioms and a lot of other things.

**Researcher:** OK, Thanks. Now, let`s talk about the culture of using ICT tools? As an Afghan student how to you think people in your age are using the ICT devices. Are they using in proper way?

**Student A:** It depends, some students use them in good ways. Like they use to get information or learn something, while others misuse it. They play long hours and waste their time.

**Researcher:** what should be done to prevent the bad ones?

**Student A:** I think it differs person to person, but people should have a schedule for themselves on what to use and when to use and how to use it.

## Appendix F. Sample of Interview Transcript

**Interviewer:** Thank you sir for your time and cooperation. Starting with question number one. How do you correlate ICT with teaching-learning?

**Interviewee:** In my idea there is no difference after all, as you know ICT is all about the technological devices they are mainly used in the part of improving oneself. So, teaching and learning, like both of them are connected to the improvement of one person or an individual. So, if we want to improve someone we have to use or utilize whatever we have at our disposal, be it technology of even traditions methods. But in my idea if we use technology (ICT), it just result in better experience. In a fun way. If you don't use the ICT the class seems boring. And what I mean by that is that most teacher now in this decade or in the 21<sup>st</sup> century they need ICT tools. That is what I think.

**Interviewer:** Do think the schools/educational institution with better ICT facilities are more popular than those who don't have these facilities.

**Interviewee:** Definitely, in Afghanistan we have some brands of English Institution, namely, like we have Muslim, Kardan and UCA. The gaining the popularity and getting into this market. In my idea, there is no single center or branch of them where there is no ICT facilities. That is why people are coming from far away to just get a class there.

**Interviewer:** Have you received any special trainings on pedagogical use of ICT? If yes, please elaborate.

**Interviewee:** well, that is a very good question, I'd say, no. I haven't received any special training, but there was once training where teacher were supposed to read a chapter of a book about teaching skills. Fortunately, I was assigned to read a chapter which about the methods of using ICT devices. I kind of did my best. I used the power point slides, PC and other stuffs. So, I can say that, it was something self-taught.

**Interviewer:** Do you use ICT tools for your class preparation? What are they? How?

**Interviewee:** Yes, when preparing a lesson plan we have to do it in a word document. So starting form preparation which is finding related materials or printing papers or printing the exercises or making the grammar activities. Whatever we do we are getting connected to ICT tools

**Interviewer:** Does your school/institution provide you with internet access? What purposes do you use it for? How do you evaluate its quality (Bandwidth)?

**Interviewee:** Yes, we are provided with the internet access. I mainly use it for lesson preparation, online attendance (Management-related stuff), and of course for teaching grammar, when I use different methods and I see students don't get it (it doesn't work). Or students are too tired of one monotonous method so I go to the YouTube and find a short video related to that specific grammar. And they get it very soon. And the other part of the question was, how do I evaluate the quality? I'd say, it is good. Obviously, it is really good for the bosses and mangers and their IP is not limited. But for teachers it is a kind of restricted.