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РОЛЬ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ У НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ ДІТЕЙ МОЛОДШОГО ВІКУ

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Department of Philology

THE ROLE OF ICT IN TEACHING EFL TO YOUNG LEARNERS

Bachelor's Thesis

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014 Secondary education (language and literature (English))

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ЗМІСТ

INTRODUCTION

In recent years, the integration of modern technology has revolutionized the field of education, opening up new possibilities for teaching and learning. This holds particularly true for the domain of English as a Foreign Language (EFL) instruction, where the role of Information and Communication Technology (ICT) has become increasingly prominent. This thesis examines the impact of ICT on teaching EFL to young learners, aiming to explore the potential benefits and challenges associated with the use of modern technology in the language learning process. In this research we are going to deal with the modern technologies in teaching English as a Foreign Language to young learners. The main question is how to make use of the modern innovations in learning foreign languages to young learners.

The object of the study is the way English is taught to young language learners in the era when technology is widely used in the educational process. First, a general characteristics to young learners is given and the peculiarities of teaching EFL to young learners are discussed. Furthermore the role of technology as a modern aid in teaching English as a foreign language to young learners is examined. The first chapter establishes a foundation by defining the concept of young learners and delving into their unique characteristics. Understanding the specific needs and learning styles of young learners is essential for designing effective EFL teaching approaches that cater to their developmental stage. Building upon the previous chapter, the next section focuses on the principles and strategies employed in teaching EFL to young learners. It discusses instructional techniques, curriculum design, and factors influencing language acquisition in this particular age group.

The subject of the study is the use of modern technologies in language learning and to be more specific in EFL learning and teaching. Over and above to open up more widely the meaning of CALL (Computer-Assisted Language Learning). Also, considering the internet as a resource for teaching and using it in our own creative way when finding the best methods to teach and learn with it. Mostly we will focus on ICT and its role in teaching EFL. We will discuss the main definition and contents of ICT in teaching and learning languages.The next section of the literary review explores the broader role of modern technology in education, highlighting its transformative impact on pedagogical practices. It examines various forms of technology integration in the classroom and discusses the advantages and challenges associated with using technology as an instructional tool. We will specifically investigate the application of modern technology in the EFL classroom. It explores the benefits and limitations of using

technology to enhance language learning and addresses the role of Computer-Assisted Language Learning (CALL) in promoting effective EFL instruction.

The following part delves deeper into the definitions and concepts of ICT, examining its broader role in education beyond language learning. It discusses the potential of ICT in facilitating interactive and engaging learning experiences for students across various subjects. The final chapter focuses on the specific role of ICT in teaching EFL. It explores the practical implementation of ICT tools and resources in EFL classrooms, highlighting their potential to enhance language skills, foster student engagement, and facilitate personalized learning experiences.

Our main purpose is to is to explore how teaching techniques that have been present for a long time, without modern technologies, can be made more colorful with modern innovations. To achive our goal we are doing a wide literature review on the topic mentioned above and analyze it as deeply as possible. We will compare the traditional foreign language teaching methods with the new ones and after carrying out a research, we are going to make conclusions. We will to pay attention to the EFL teaching with the help of technologies to young learners by taking an extensive look on the use of technology in EFL classroom in general and specifically. Also we will take a deeper look on how to teach the four most important skills in English teaching: listening, speaking, reading and writing. We will discuss how technology can be used, while developing these skills in an EFL class.

Our hypothesis is the following: the integration of Information and Communication Technology (ICT) into teaching English as a Foreign Language (EFL) to young learners has a positive impact on language learning outcomes, student engagement, and instructional practices.

This hypothesis suggests that the use of modern technologies in EFL instruction for young learners will lead to improved language learning outcomes, increased student engagement, and the adoption of innovative instructional approaches. The hypothesis aligns with the aim of exploring the potential benefits and challenges associated with the use of ICT in the language learning process and contributes to the growing body of knowledge on effective language instruction in the digital age.

This thesis employs a mixed-methods approach, combining quantitative and qualitative research methods. Two questionnaires will be administered— one targeting young learners and the other aimed at English teachers. The student questionnaire aims to investigate the presence

and impact of modern technology in their everyday lives and its influence on their EFL learning. The teacher questionnaire explores the usage of ICT tools in English language lessons, as well as the benefits and challenges associated with incorporating technology in the classroom.

By examining the role of ICT in teaching EFL to young learners, this thesis seeks to contribute to the growing body of knowledge on effective language instruction in the digital age. The research findings and analysis aim to provide insights and recommendations for educators and policymakers, ultimately paving the way for more impactful and engaging EFL instruction through the integration of modern technology.

Part I.   CHARACTERISTICS OF YOUNG LEARNERS AND PECULIARITIES OF TEACHING EFL TO THE AGE GROUP

1.1. Definition of young learners

Children are different in every way. They have differences in thinking, in their point of view on the world, depending on how old they are. Even children with the same age are different in their unique and talented ways. As educators we have the responsibility to recognize their talents, special skills and help to develop them.

If we want to characterize young learners in the first place we have to know what the expression „young language learner" means. According to the definiton of Cameron (2001), young language learners are learners between five to twelve years old. McKay (2006) shares this view and defines young language learners as „ … those who are learning a foreign or second language during the first six or seven years of formal schooling. … In term of age, young learners are between the ages of approximately five to twelve." (McKay, 2006, p.1). Pinter (2006), however, defines them as learners between the ages of six and 14. We can see, that the definitions varies. In this study the term young language learners refers to children between six and 14 years old.

It is very obvious, that the skills of young learners can be divergent depending on their age. They are different, because they are at different stages of their development, that is why we need to recognize the significant differences between them. If we pay attention to the differences, we will understand the characteristics of our students that they have at different ages more easily. If we recognize and pay attention their characteristics, we can teach them in a way that arouses their interest and helps them memorize everything more easily (Bland, 2015). This is why those who researched these personality traits were able to roughly limit the level at which a student should be developed at that age. If we know our students, that means we can understand what is going on in their minds, in their brains. Information about the brain can lead us to better ways to reach our students, and to make our time with them more effective. Multiple intelligences and learning styles models have been developed by psychologists and educators in order to assist the teacher in planning for a whole classroom of learners whose learning preferences and strengths may be different from those of the teacher—and they are certainly not identical with those of each other.

1.1　Characteristics of young learners

When characterizing young learners, it's important to consider their early stages, starting from preschool or kindergarten. During this time, children meet teachers, socialize, and focus on developing motor skills, language abilities, and creative activities. Teaching English as a foreign language (EFL) at this age presents both challenges and advantages. While some may question the need to teach a foreign language when children are still learning their native language, an early start can lead to better language proficiency over time. Research suggests that starting early provides numerous benefits and facilitates easier learning. As teachers, we need to understand what approaches work with young learners, emphasizing a holistic approach that incorporates songs, play, exploration, and movement. Utilizing the learners' native language (L1) is important for instructions and discipline, while activities such as chants, songs, visual materials, stories, puppets, and games enhance their enjoyment and interest in learning the language. Additionally, modern technologies play a significant role in facilitating EFL teaching in preschool settings (Bland, 2015).

When children go to school at the age of six, they start to become more analytical and logical in their thinking and for the next few years, they will begin to perceive their own language and will use it consciously. They will start asking questions, and with answering them we can grow their knowledge. In English the writing and reading will be limited, but this is not a disadvantage. Since we should never start teaching a foreign language with teaching students how to write and read in the language students are learning, Especially in primary school where they are still learning how to write and read in their own native language. The best way to teach English at this age is by talking, learning new words by playing, singing etc. So it can be stated that we can make use of modern technologies in teaching EFL to learners in this case also. As we know, students at this age are often less inhibited about what they say, so they may be more vocal and prepared to interact in class (Bland, 2015).

The late primary school years are the most important. Primary school is the place where children need to take tests for the first time. Not every country has the same school system, but mostly children do not write tests in primary schools, that is why primary school is introducing them this new thing. This motivates students to take their learning more seriously, because they know their knowledge will be tested. They are changing a lot at this age, their personality is developing and their social skills as well. Again, much of this development is positive teachers and their English classes. Teachers can organise a greater range of classroom activities and touch upon a wider variety of topics; sometimes questions can be more searching and complex,

leading to a need to find an answer not necessarily within the scope of the English language lesson (Bland, 2015).

When teaching English, we need to pay attention to the writing, listening, reading and speaking skills. Teachers need to develop the skills of the students very carefully, paying attention and giving enough time to each of these skills. If we want students to be more active, we need to plan the lesson and make it as colorful as possible. If we will not, students willl find it boring and will not have any motivation to study or pay attention and this way no skills will be developed.

During teaching young learners we need to pay attention to some points:

1. The tasks should be clear enough for the kids to realize what they are supposed to do.

2. The role should not be beyond their capabilities: it must be both practical and stimulating in order for them to be pleased with their work.

3. The operations shall mostly be conducted orally (Kastuhandani, 2014).

To sum up, children are unique individuals with varying thinking patterns and perspectives depending on their age and developmental stage. It is the responsibility of pedagogists to recognize and nurture their talents and special skills. Young learners encompass a wide range of ages and developmental stages, from infants to adolescents, and each stage requires a different approach to teaching. When teaching young learners, clarity in tasks, practical and stimulating roles, and predominantly oral operations are important considerations. By understanding the characteristics and needs of students at different ages, educators can tailor their teaching methods to create an environment that arouses interest, encourages participation, and facilitates effective learning.

Overall, recognizing the differences among young learners and adapting teaching strategies accordingly is crucial in helping them reach their full potential and fostering a lifelong love for learning.

1.2   Teaching EFL to young learners

English is one of the worldwide languages used for communication in the global relationships and broadly utilized in all parts of knowledge. English, without any doubt, is a tool for international communication in every part of the life. Also teaching English as a foreign

language is included in the curriculum of every school in every country (Jurnal Ekonomi & Pendidikan, 2008). In Ukraine foreign language teaching is an important aspect of the country's educational system. The curriculum for foreign language instruction in Ukraine aims to develop students' language proficiency and communication skills in various languages, including English.

The teaching and learning of English in elementary school provides the students' English language competencies in the golden age – the age that children can learn anything easily. The two of those competencies are called linguistic competence and linguistic performance. Linguistic competence is one's capacity to use a language, while linguistic performance is the actual application of this competence in speaking or listening. Based on researches of Brown (1987) competence refers to one's underlying knowledge of a system, event, or fact. It is the non-observable, idealized ability to do something, to perform something. Competence is manifested or realized by performance, which is a clear, observable, and definite action. It is the actual doing of something: walking, singing, dancing, or speaking (Brown, 1987).

In teaching English to young learners, in this case, the students of elementary school, the teachers must comprehend the concept of acquisition and learning. Acquisition can be defined as a process of having language naturally or sub-consciously. On the other hand, learning is a process of having language consciously. However, language learning is most effective when both are present and complemet each other.

Many advantages are claimed for starting to learn a foreign language in the primary years; Cameron (2001) points out that in some countries bilingual kindergartens are popular, which means children start to learn two languages at a very young age. In these contexts, children who have an early start develop and maintain advantages in some, but not all, areas of language skills. Listening comprehension benefits most, with overall better outcomes for an earlier start; pronunciation also benefits in the longer term, but this is restricted to learning language in naturalistic contexts, and will not necessarily apply to school-based learning. Younger children learn the grammar of the L2 more slowly than older learners, so that although they start earlier with language learning they make slower progress, and overall gains are not straightforwardly linked to the time spent learning.

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There are several advantages of an early start: young learners acquire languages with greater ease, especially the sound system, and develop implicit competence since they can rely on natural acquisition processes. They are undeniably better at acquiring the sounds and rhythms of the target language. Then, they have lower affective filter than older learners do and they are also more intuitive and less anxious. Moreover, they have more time to learn the target language and larger capacity to gain awareness about the potential intercultural identity (Dewi, 2017).

As it was mentioned before, teaching EFL is based on the four most important skills: reading, listening, speaking and writing. Regarding to the topic about how early we should start teaching young learners foreign languages, we also need to talk about how starting early effects the development process of these skills. A young learner, who starts learning a foreign language usually in the beggining only uses the spoken language for several years (Cameron, 2001). Of course it also depends on the teachers method of teaching the language, but usually they only start the reading and the writing part in school, at some schools only in second or third grade. In Ukraine the curriculum for foreign language teaching ~~in Ukraine~~ includes language skill development as well, which are the four key skills mentioned before. The curriculum includes the teaching of vocabulary and grammar rules to help students build a solid foundation in the language. The focus is on gradually increasing the complexity of language structures and expanding students' vocabulary. Foreign language teaching in Ukraine also incorporates cultural aspects of the target language countries. Students learn about the customs, traditions, and cultural practices of different nations, which helps foster intercultural understanding and promotes a global perspective. The curriculum encourages the use of authentic materials such as newspapers, magazines, books, audiovisual resources, and online content to expose students to real-life language usage and cultural contexts. In Ukraine the curriculum is designed to cater to learners of different proficiency levels, ranging from beginner to advanced. Each level specifies the learning objectives and expected language skills for students to achieve (Huszti, 2020)

For young learners the teacher plays a big role in the process of learning the foreign language. Some adult students learn languages autodidactically - sometimes even without doing it intentionally, sincet he internet provides a lot of activities (e.g. games, videos) where they can get familiar with English - but young learners are usually the „orders" of the teacher. A teacher who is in the class has to change to a performer, sometimes a teacher has to be an entertainer as well. Is is not different in teaching a foreign language either. A teacher of a foreign language has to be more of a performer and an entertainer, than a teacher of any other subject (Scrivener, 2011). Children are able to learn anything at any stage as long as the learning material is presented in a comprehensible way. Due to the fact that the content of a school-based curriculum can be found in any unit but at various levels, an English teacher should use a spiral curriculum model to build competency standards and fundamental competency. Furthermore, the teachers must consider the four main characteristics in their instructions: input, the knowledge framework, the flow of presentation, and reward and punishment.

In summary, English is a globally recognized language used for communication and is included in the curriculum of schools worldwide. In Ukraine, foreign language teaching, including English, is an important aspect of the educational system. The teaching and learning of English in elementary school aim to develop students' language proficiency and communication skills during their golden age of learning.

An early start in language learning offers various benefits for young learners, including ease in acquiring sounds and rhythms, lower affective filter, and more intuitive learning. The four key skills in teaching English as a foreign language - reading, listening, speaking, and writing - are gradually developed, with an emphasis on vocabulary, grammar, and cultural aspects of the target language.

Teachers play a crucial role in the language learning process, often needing to be performers and entertainers in order to engage young learners effectively. The use of a spiral curriculum model, focusing on input, knowledge framework, flow of presentation, and rewards and punishments, can help build competency standards and fundamental skills.

Overall, starting early with language learning can have long-term benefits, and teachers should employ effective instructional strategies to make the learning process engaging, comprehensible, and enjoyable for young learners.

Part II. THE ROLE OF MODERN TECHNOLOGIES IN TEACHING

Modern education depends on how to utilize various possibilities of modern technology to improve learning and teaching and therefore it is very important to prepare the younger generation of teachers to best use of modern technologies in the teaching process. Their contribution can serve as a sample of successful launch of prepared educational models into practice (Horváthová, Skrinárová, Hanzel, Gubalová, 2011).

In comparison to the last decades, modern technology has seen significant transformation. Almost everything got automated reducing the manual actions required to the least. Students could now more easily extract the potential of the most recent technological innovations thanks to modern technology. Even now Educational institutions, both teachers and learners took a big advantage of the existence of the modern technology, because without it, the world would have been stopped for the past two years during the pandemia in 2020. Even if we are not looking at that period we still can say that modern technologies made the education easier and opened our eyes an interest towards the world even more. Modern education nowadays is enchnced by technology and it is the implementation of technology into leanrning that makes everyone feel as part of this modern world.

Wallace (2004) looked at the issues and difficulties that teachers face while using the Internet, as well as how the Internet aids or hinders teachers' work. The study focused on science teachers since they were early adopters of Internet technology and the government made many services accessible to them early on in the Internet's existence. The the aim of the study was to see how teachers would use the Internet if they didn't have project help and guidance. The task of finding potential teachers for the study was delegated to an association for teachers who use technology (Wallace, 2004). Teachers were ruled out of the running if they were early adopters, meaning individuals who immediately tried any new technology when it became available. Additionally, teachers who served as the school's technology expert or taught technology classes were also excluded from consideration (Johnson, 2011).

The study involved observing and selecting three teachers who utilized available technology without actively seeking it. Data collection included interviews, video logs, and observation notes. One teacher felt unprepared to use the internet in her nuclear science class and considered the lesson a failure. Another teacher viewed the internet as an additional resource but expressed disappointment with student support and low-quality answers. The third

teacher, teaching accelerated physical science, successfully incorporated internet work into her content-focused teaching style and found it valuable (Wallace 2004).

The three teachers in the study faced four different challenges when it came to using the Internet to teach:

1. understanding the subject;

2. understanding what students previously understood and should do;

3. keeping track of student work; and

4. creating a coherent progression of ideas.

Teachers who use the Internet as a teaching tool face challenges in selecting suitable online resources and keeping up with the constantly evolving material. In the study, Varner achieved success by designing assignments based on students' existing knowledge and restricting them to specific websites. One teacher achieved some success by guiding students to familiar websites, while another faced difficulties when students found information she was unfamiliar with. Assessing student work proved challenging, with one of the teachers assessing content knowledge, another focusing on engagement and completion, and the third teacher lacking a clear accountability plan. The approach of narrowing the focus appeared to be the most successful in organizing internet information for students (Johnson, 2011).

As modern technologies throught the years were embedded in teaching and learning, the same happened with teaching and learning languages as well. This has greatly facilitated the learning of language. The traditional methods of English language teaching may sometimes be dull and boring, especially in an EFL or ESL context. As a result, students' interest and enthusiasm in the process of language learning are not maintained by stereotypical teaching techniques and environments. On the contrary, technology such as multimedia features audio, visual and animation effects, and can thereby captivate the imagination and attention of the learners instantly. With abundant information and the ability to transcend time and space, multimedia technology offers a sense of plausibility and uniqueness. This creates an engaging atmosphere in the classroom, which thereby helps in the process of creating and sustaining interest and motivation among the students (Hazarika, 2017).

2.1 The Use of Modern Technology in the EFL Classroom

Technology is a compelling device for students. Students should utilize innovation as a critical piece of their learning interaction. Educators should display the utilization of innovation to help the educational plan with the goal that students can build the genuine use of innovation in acquiring their language abilities. (Murphy, DePasquale, & McNamara, 2003). Students' participation can be expanded through technology. Cooperation is one of the significant apparatuses for learning. Students agreeably cooperate to make errands and gain from one another through perusing their friends' work (Keser, Huseyin, & Ozdamli, 2011).

The use of innovation has impressively changed English teaching strategies. In traditional classrooms, educators stand before students and teach, give lectures, clarification, and guidance through blackboard or whiteboard. This strategy can be extended with the advancement of technology. The usage of interactive media messages helps students to learn the vocabulary and language structures. The multimedia also makes usage of printed texts, films and internet to educate. This gives students the opportunity to gather data and offers them various materials for the analysis and understanding of both languages and contexts (Patel, 2013., Arifah, 2014).

Using technology in teaching can make the learners feel that the learning atmosphere is concerned around them, not the teacher. This will show a lot of positive changes in the teaching process. By using computer technology, language class turns into a functioning spot loaded with significant assignments where the students feel responsible for their learning. Technology supports independent learning and the development of ethical habits in students. The independent use of technologies gives learners self-direction (Dawson, Cavanaugh, Ritzhaupt, 2008)

If in the process of teaching EFL to young learners we use internet, it increases the learners motivation. The use of film in teaching makes students feel more passionate about what they see, and also they realize and undertsand the topic faster and easier. If they learn with the help of technology, it develops their higher thinking abilities. We can say that the combination of multimedia and teaching methodology is very important to attract learners' attention towards English language learning (Arifah, 2014).

Modern technology can be useful in all forms and all type of learning, teaching. If we use every tool, that is given thanks to the internet, we can improve teacher creativity. It helps with planning the lessons, since the internet itself already has a lot of creative and effevtive

ideas for the lessons, that every teacher can use freely. If teachers use all of the provided materials, they can form an immersive language-learning enviroment and also involve students in the whole process of learning (McDougald, 2005., Greenburg, 2005).

During the EFL class we can use content videos. This will be a great motivation to the students because they will not only hear, but also see the material that is being taught to them. We also know, that teachers should have a very colorful set of materials and types of methods on teaching anything and they need to have accces to these materials (videos, audiobooks) as well (McDougald, 2005).

There are some tools, that Furmanovsky (1997) desribed in an article published in the Internet TESL Journal. To enhance learning, visually rich documentaries with English subtitles can be used, along with interactive and communicative gap knowledge activities. It is recommended to assign films with strong cultural or historical content as homework, while using film extracts in class for different tasks instead of showing entire films. Political advertisements and announcements, which address real social issues, can be included in class discussions for the general public, distinguishing them from traditional TV advertisements focused on product or service promotion (Furmanovsky, 1997).

The use of digital technology should be governed by specific guidelines in the curriculum so that progress can be tracked across the board. For a variety of reasons, the use of new technologies must be supervised, but the two key issues that can do the most harm or good are teachers being lazy. They might put on a full-length film to be seen with no tasks given. On the other hand, if a teacher does not monitor what students access on the internet, students are more likely to access non-English content or do whatever they want to pass the time (McDougald, 2005).

Progress can be made and EFL students can profit from educating everyone and providing clear guidance and recommendations about what to expect from the use of modern technology. A case study of a "Cyber English" class was written by Liz Cushman Brandjes. Her research was focused on fieldwork conducted in a New York public school in the Lower Manhattan area. The "Cyber English" class has been meeting once a day for the entire school year for more than 14 years (Brandjes, 1997). The English proficiency levels vary from close native speakers to those who are just learning the language. A workstation with a dictionary, a grammar book, and two literature anthologies is available in the space. As students enter the room, Brandjes states that they have a set routine and are mindful of their responsibilities. They

go to an open workstation, log on, and check their emails for the day's assignments after retrieving their disks. Students spend about ten minutes writing and responding to emails, with one from the teacher or student teachers often present. Feedback, comments, ideas, material, design, and other aspects of the students' work are typically included in these emails (McDougald, 2005).

The teacher likes to connect with students by email so that they can keep track of their conversations and keep track of what was said. Despite the fact that the tasks are the same for everyone, the students recognize that the knowledge available is for everyone, just how they use it makes it special. Students with different abilities are somewhat on the same level in that each class member has his or her own strengths, which leads to higher levels of trust among typically lower-achieving students (Brandjes, 1997).

In the "Cyber English" curriculum, email is the primary mode of communication, and all writing assignments are posted on the Internet, where everyone can view them. Overall, in this form of classroom environment, students are actively engaged in writing, study, dialogues, and communication during class time using modern technology, such as computers, printers, graphics, multimedia, CDs, and so on. They communicate in a manner that is similar to spoken English. Students used keyboarding and technology to translate what would normally be spoken remarks into text, according to Brandjes (McDougald, 2005).

Technology and the internet are vast subjects, and finding what you're looking for could take days, weeks, or even months. It can be aggravating, particularly when students are unsure of what to expect. Getting access to new technology and the internet is very easy but also difficult at the same time; there is so much to choose from that they waste too much time browsing and end up with too much material that is not useful or nothing at all. That is why, when using technology and the Internet in the language classroom, specific guidelines and goals are needed. The following is a rundown of Mark Warschauer and P. Fawn Whittaker's recommendations, which were derived from an investigation of the experiences of thousands of teachers around the world who use the Internet in their classrooms (Warschauer, Whittaker, 1997).

As instructors, we must consider what you want to accomplish in class and what immediate goal you want your students to achieve. The instructor must think about what kinds of language interactions will be useful and plan computer exercises accordingly. Having clear

goals from the start is important and will prevent unnecessary problems (Warschauer, Whittaker, 1997).

Consider Integration – The primary aim of incorporating digital technology and the internet into the classroom is to introduce EFL students to an English world, allowing them to improve their English skills. Technology-based practices, on the other hand, must be well incorporated into the curriculum. This is where teacher intervention comes in, by designing learning experiences that provide the student with a proper linguistic and cognitive environment (Warschauer, Whittaker, 1997).

Do not underestimate the nuances – Many teachers are familiar with the Internet as well as the screen, keyboard, and mouse, and therefore have no trouble navigating the web. On the other hand, some EFL students could not be, resulting in non-language issues. As a result, when organizing operations, this must be considered. Because of its limited availability, using the computer lab can throw your plans off. Finally, and perhaps most importantly, equipment malfunctions are a widespread problem. The CD-ROM, speakers, and microphone are all inoperable. The computers keep locking up. The internet is often weak or non-existent. All of these complexities must be considered when preparing a technology-based lesson (Warschauer, Whittaker, 1997).

Provide the appropriate resources or assistance – When using technology, it is best to provide feedback and support along the way. This would reduce the number of issues that arise. Students can be helped in a variety of ways, according to Warschauer and Whittaker. One method is to create comprehensive handouts that students may refer to as required. Schedule technology training sessions during class time on a regular basis. Assign students to serve in pairs or groups in order for them to assist one another. Instruct students on how to seek assistance both within and outside of class when they encounter technological difficulties. Furthermore, making yourself available to assist students when they are most likely to need assistance. Other strategies for assisting or supporting students can exist, but there are some simple guidelines that can be implemented quickly (Warschauer, Whittaker, 1997).

Include students in decision-making – Include students in the creation of technology-based projects or assignments. This will aid in the reduction of some of the complications that may arise. Warschauer and Whittaker recommend doing this through an online survey, class discussions, or other methods that enable students to share their thoughts on the implementation process. Warschauer and Whittaker also point out that a situation in which students

communicate with one another but have little control over the topics or results of that conversation is unlikely to provide an environment conducive to language learning (Warschauer, Whittaker, 1997).

Sincet he research focuses on a widely used method in teaching, when we are exploring the use of technology in teaching foreign languages, we need to examine more studies and researches of other professional on the topic. The biggest reason for this, is that everyone has a lot of similarities in their opinion, but also a lot of differences as well. Looking at the work of Pourhossein Gilakjani, Leong, and Hairul in the Teachers' use of technology and constructivism (Pourhossein Gilakjani, Leong, Hairul, 2013) and also the work of Pourhossein Gilakjani, and Sabouri the Advantages of using computer in teaching English pronunciation (Pourhossein Gilakjani, Sabouri, 2017) we can find a lot of reccomendations for the successful integration of technology:

Teachers should develop a comprehensive technology strategy that includes integration methods and informed buying decisions. Prioritizing professional development is crucial to enhance teachers' understanding and improve their proficiency in utilizing technology. It is important to align program requirements with the technology plan and identify the most effective instructional strategies when incorporating technology in the classroom. Computer technology plays a vital role in the learning process as it enables students to share their knowledge with others. Language teachers should actively encourage students to utilize technology for language skill improvement. Universities should recognize technology as an essential component of their teaching and learning programs. Teachers using technology in English classes can benefit from additional support from technology experts. Setting an example and developing lesson materials that integrate technology are important responsibilities for teachers, focusing not only on technological aspects but also on effective teaching and learning. Exploring how technology can facilitate a shift from teacher-centered to learner-centered instruction is crucial. Teachers should embrace their role as guides and facilitators of student learning. Adequate resources and technical assistance should be provided to teachers to promote technology integration. Training should be provided to equip teachers with the necessary skills to effectively use and teach technology. Seeking advice and collaboration with colleagues experienced in technology use can greatly benefit teachers' teaching practice. Recognizing technology as a valuable tool for language learning, teachers should empower students to utilize technology to improve their language skills.

In conclusion, integrating technology in education is crucial for enhancing teaching methods and improving students' learning experiences. Teachers should develop a comprehensive technology strategy, prioritize professional development, and align program requirements. Encouraging students to utilize technology for language skill improvement is essential, and adequate resources, training, and collaboration with colleagues are necessary for successful integration. Overall, technology empowers students to leverage its benefits for language learning.

2.2 Computer-Assisted Language Learning

As through the years the technology was developing, this process always motivated teachers to teach in the new ways. Looking back now, we could say following the new methods in teaching EFL to young learners, following the modern ways was the best think anyone could ever do. The modern way of teaching seems to be so much more effective, than the old ones since teaching with the innovative methods motivated students to think indipendetly. The attitude of the learners towards learning also changed because of the innovation, because they seem to be more confident, when it is about learning with the help of technology. This new technology is called Computer Assisted Language Learning (CALL) (Lee, 2000).

The number of teachers utilizing computer-assisted language learning (CALL) has significantly expanded during the past few years. This way of thinking about technology and language learning is not new; it has been around for more than forty-five years. The potential of the Internet for educational purposes is still under the process of exploring and an average school still makes limited use of computers. As we are at a new information age, we need to make use of the computere sciences as much as possible. Computers have been used in the process of language teaching since the 1960's. Through the years as the technology was developing, it's use in language teaching also upgraded. There are three main stages of CALL: Behavorist CALL, Communicative CALL and Integrative CALL (Warschauer, 1996). Each one was elaborated to a certain level of technology and with certain pedagogical theories.

Back in the day in the time of behaviorist CALL the computer was just a mechanical teacher, who would never run out of energy and could work full time. It was only used for extensive drills, explicit grammar instruction, and translation tests. In the 1970's and 1980's behaviorist CALL was improved to communicative. With this innovation they tried to approach the language learning trought computer technology. Behaviorist methods were rejected by

communicative CALL proponents on both a theoretical and educational level. They emphasized that CALL should place more of an emphasis on how to use forms than on the actual forms. Students should be encouraged to create their own creative sentences rather than manipulating premade ones, and grammar should be taught implicitly throughout the curriculum. This kind of computer-based education was in line with cognitive theories that acknowledged learning as a creative process of exploration, expression, and growth. Integrative CALL is the final phase of computer-assisted language learning. Teachers have moved away from a cognitive view of communicative language teaching to a socio-cognitive view that emphasizes real language use in a meaningful, authentic context. Integrative CALL aims to better use technology into language instruction while also integrating the various language acquisition skills (listening, speaking, writing, and reading). To this end the multimedia-networked computer provides a range of informational, communicative, and publishing tools that are potentially available to every student. From the very start, teachers have realized that computers have enormous potential. Studies have consistently shown that students have positive attitudes about computer technology being used in the classroom and that such technology does have a positive impact (Zhytska, 2012., McDougald, 2005)

There are plenty of advantages in using Computer-assisted Language Learning. In this research we were trying to gather the most powerful purposes of using it. We tried to name some, that also can be true for young learners in their process of learning languages through modern technologies. The first advantage we would mention is that students through the internet can experience a lot of things and this will become the experiential learning. In such a way, they can learn by doing things themselves. They become the creators not just the receivers of knowledge, users develop thinking skills and choose what to explore. Also the motivation, that has been metioned before regarding to this topic, is a big advantage of CALL and modern technologies in teaching anything overall. Student motivation is increased, especially whenever a variety of activities are offered, which make them feel more independent (Zhytska, 2012)

As we discuss the advantages of CALL we should mention the authentic materials. This means that all students can use various resources of authentic reading materials either at school or from their home. Those materials can be accessed 24 hours a day. Also it helpes students to be better at interacting, since they can talk with for example native English speakers on the internet. A lot of English teaching methods recommend having a paypal friend from that nation, whose language you are learning. Students can also cummunicate with their classmates or relatives. Furthermore there are some internet pages, where students can do excercises and it

gives them an automatical feedback by correcting their mistakes these kind of methods of learning EFL can help a lot to shy students, who are anxious to talk in front of the whole class. This way even those students can be comfortable and act in a more confident way. Nonetheless, global awareness is crucial when teaching a foreign language. The study of a foreign language takes place in a cultural context. In a world where the Internet is becoming more widely used, an English Language teacher's job is to help students gain access to the web and to make them feel like members of a global classroom, practicing global communication (Zhytska, 2012).

It can be stated that these days students – with the help of their teachers or autodidactically – make use of the CALL. Reffering to what we talked about before, we could say, that young learners like to use these type of methods in the process of their language learning. The reason for this is that it has a lot colorful and interesting ways of teaching and gives them the opportunity to freely chose between them.

As using these methods we need to pay attention to use the modern technologies in all 4 skills we need to develop in EFL teaching, that were already mentioned several times: listening, reading, writing and speaking.

Young children are constantly exposed to a multitude of voices and sounds. Since listening and speaking are also oral skills, there is a strong link between the two. When infants listen, they are learning to imitate the sounds when they sing. Furthermore, there are basic listening skills that can serve as a basis for reading instruction and strong listening skills enable children to match sounds with matching symbols when decoding words. There are a variety of instructional strategies and exercises that can be used to help students improve their listening skills. TPR activities, TPR songs and fingerplays, TPR storytelling, TPR drawing, syllable clapping, rhyming phrase activities, and minimal pairs are all available (Kastuhandani, 2014).

Here, teachers could use presentation tool to teach, for example, minimal pairs. Two terms that differ only in one sound are called minimal pairs. Ship and sheep, for example, are minimal sets. Listening to two terms and determining whether they are the same or different is one way to exercise minimal pair separation. It is possible to use images to make it more interesting. For the minimal sets, teachers create two presentation slides. Furthermore, an audio file should be added to the slide such that the pronunciation is heard as the learner presses the button. In the practice of minimal pairs, using pictures and sound could make the term more meaningful to the students (Kastuhandani, 2014).

Speaking exercises are an integral aspect of every classroom for young learners, and they are often regarded as the focus of teaching. When teaching speaking, it's critical to choose tasks that correspond to the course's goals. In a speech class, students will practice a variety of strategies and practices. The Audio-lingual Process, dialogues, the use of puppets to introduce dialogues, the fishbowl technique, Communicative Language Instruction, sports, the talking and writing box, teaching grammar, and error correction are some of them (Kastuhandani, 2014).

An instructor could use a presentation method to build content to teach pronunciation to learners as young as six years old. Teachers could use tongue twisters to show children learning English as a second or foreign language how to pronounce words correctly. Children will like tongue twisters when they see it as a game or a competition to tell the sounds (Kastuhandani, 2014). The teacher here also can use a presentation. Show a tongue twister in one slide, and students need to try to pronounce it before the teacher switches to another slide with another tongue twister. Teachers may add an audio file to the slides to make it more realistic and include proper pronunciation of the phrase. There are also a plethora of tongue twisters available on the internet.

Reading comprehension is described as reading for the purpose of gaining knowledge, understanding, or entertainment. It necessitates higher-order thinking abilities and is much more difficult than simply translating simple terms. Teaching children how to deduce meaning from what they've read, as well as interpret and synthesize it, is an essential part of the reading process. Teaching children to read necessitates their ability to read in their native tongue. If children can read in their own language, even if it is written in a foreign format, teaching them to read in English would be easier. If they cannot read in their own language, teaching them to read in English would be more difficult. When it comes to determining how teachers can teach literacy, the teaching condition is the most important consideration. There are two main approaches to teaching reading in English according to Slattery and Willis: The first is to take a look and suggest something. As part of vocabulary instruction, teachers often use the technique of "look and say" As a result, when kids learn to utter a new word, they even learn to read it. Teachers can assist students with entire word comprehension by incorporating written materials into the classroom as much as possible. Phonics is the second process. Children must be able to distinguish between sounds and letters. When teaching literacy, it is best not to teach the names of the letters and some of the letters of the English alphabet no longer correspond to

the real sounds of the script. When teachers use phonics, they are showing children the tone of the letter rather than the letter's name (Slattery, Willis, 2001).

Allowing students to play a game called "clever parrot" will further integrate technology into teaching reading to children. The children would repeat as if they were a parrot. They must, though, be astute parrots who just repeat the word on the card. The teacher's task is to create a presentation of specific words on each slide. To play the game, the teacher shows the children the word on the introduction slide and then lists all of the words on the slides. The students must glance at the slides and pay close attention to the teacher's words. If the teacher mentions a certain slide, the children repeat the term on the card (Kastuhandani, 2014).

Writing, like the other three language skills, is all about conveying meaning. Handwriting instruction includes exercises including printing, tracing, and creating letter forms. It's a matter of recognition and learning keyboard abilities to find the letters for computer work. Kids, on the other hand, must still consider the context of what they are saying. And no matter what the subject of the lesson is – handwriting practice, keyboard skills, voicing meaning, or a mixture of these – the children should enjoy it and feel successful (Kastuhandani, 2014).

To make the children recognize and develop their keyboard skills, a teacher could employ a word processor to teach them writing. The children could copy/type from memory the word/phrase that matches the picture, write a label, finish the word, type the whole word, copy/type the names of all the people in the story, copy/type the story in the right order, copy the phrase/sentence putting in the missing word, or have writing race game (Kastuhandani, 2014).

The process writing technique is used to integrate technologies into writing classes. Method writing is broken down into five stages. The first step is prewrite. Children are given an opportunity to prepare to write and to collect their thoughts and ideas. The second step is write. The children are writing down all of their ideas. They do not worry about form or corrections or even the order. The objective is to get the ideas on paper as quickly as possible. The next step is revise. The initial piece of writing is examined and reworked so that the ideas are logical and flow together. The fourth step is edit. The children (with the help of their teachers or classmates) proofread their work to make sure that there are not any content errors or grammatical or spelling errors. Meanwhile, the last step is publish. The writing piece is rewritten in a published or presentable form, on a computer so that it can be displayed or shared.

Furthermore, the children could upload their writing on their own blogs or the class forum, allowing anyone, including their parents, to read it (Kastuhandani, 2014).

In conclusion, the use of Computer-Assisted Language Learning (CALL) and modern technologies in teaching English as a foreign language (EFL) to young learners has proven to be highly effective. It has led to increased student motivation, independent thinking, and confidence in language learning. CALL has gone through different stages, from behaviorist to communicative to integrative, and has evolved to integrate technology into all four language skills: listening, speaking, reading, and writing. The advantages of CALL include experiential learning, access to authentic materials, improved interaction and communication, automatic feedback, and fostering global awareness. Implementing CALL in EFL classrooms can greatly enhance the language learning experience for young learners.

Part III. DEFINITION AND CONCEPTS OF ICT

ICT stands for information and communication technology. Data collection, processing, storage, and presentation are some of these processes. These activities increasingly demand teamwork and communication. ICT, or information and communication technology, has so replaced IT (Büyükahiska, 2016).

The use of ICT determined by the local culture as well as the specific ICT accessible and how it is setup and maintained. Understanding, management, and configuration of available technology may change the concept of ICT from: 1. a collection of tools and devices used for specific tasks, such as publishing, course delivery, and transaction processing; 2. an organized set of equipment (such as a 'workshop') for working on information and communicationm; 3. elements of integrated arrangements of devices, tools, services, and behaviors that allow data to be gathered, processed, stored, and shared with others; 4. elements in a complete system of people, information, and gadgets that facilitates learning, problem solving, and higher level collaborative thinking, i.e. ICT as crucial aspects supporting a (shareable) workplace (Büyükahiska, 2016).

ICT refers to any product that can store, retrieve, alter, send, or receive information in digital form. Personal computers, digital television, email, and robotics are a few examples. ICT, or information and communication technology, is described as the integration of informatics technology with other, related technologies, most notably communication technology (Büyükahiska, 2016).

To summarize ICT (information and communication technology) encompasses various processes such as data collection, processing, storage, and presentation, and its definition can vary based on local culture and the specific technology available, but it generally refers to the integration of informatics technology with communication technology for storing, retrieving, altering, sending, and receiving digital information.

3.1 The role of ICT in education

Within the restrictions of available funds, all governments strive to offer the most comprehensive education feasible for their inhabitants. Because of ICT's central role in modern society, its inclusion in secondary schools will be high on any political agenda.

Keeping up with technological advancements and the shifting competences demanded of both students and instructors necessitates a cutting-edge curriculum – which is an

innovative way of teaching with the help of technologies - and proper teacher development. Teachers must be appropriately equipped to administer a cutting-edge ICT curriculum. Indeed, implementing any new curriculum takes careful planning, administration, resourcing, and ongoing assistance. In the case of an ICT curriculum, additional considerations must be addressed. According to educational research studies, professional development programs for teachers are most effective when tailored to the degree of ICT development attained by schools. These research findings suggest that teacher development is best seen as an ongoing process, with many professional development activities taking place in schools (Büyükahiska, 2016).

The level of available resources in any educational institution limits the extent to which any new topic may be integrated into the school curriculum, especially if only the most basic facilities have been supplied thus far. However, ICT is so important to a country's future industrial and commercial health that investment in the technology, teacher education, and support services required for the efficient delivery of an ICT-based curriculum should be high on any government's list of priorities. The suggested curriculum takes these resource constraints into account and establishes minimal criteria for effective delivery in various situations. ICT, or information and communication technology, is described as the integration of informatics technology with other, related technologies, most notably communication technology (Büyükahiska, 2016).

Teaching and learning are best viewed as two sides of the same coin, intertwined and interdependent, rather than as separate and independent activities. Studies of teaching and learning in schools throughout the world have identified four major stages in how instructors and students learn about and build confidence in using ICT (Büyükahiska, 2016).

In summary, the role of ICT in education is highly significant and is prioritized by governments due to its central role in modern society. Implementing an ICT curriculum requires a practical and affordable approach, including teacher development programs tailored to the level of ICT development in schools. Despite resource constraints, investment in ICT and related support services is crucial for a country's future. Teaching and learning are interconnected, and effective integration of ICT in education follows a progression of stages for both teachers and students

3.2 The role of ICT in teaching EFL

Without a doubt, information and communication technology (ICT) is a powerful and creative teaching tool that improves EFL learning. The fast development of ICT has

inevitably affected all areas of the language education process. Technology has a favorable impact on English teaching and learning. Technology may be used in the classroom to improve and facilitate foreign language learning. In the target language learning process, computers, internet, smart boards, mobile phones, video games, music players, and other devices are employed to increase students' motivation and language awareness. The use of ICT in the classroom will result in a greater range of English material, situations, and pedagogical techniques. ICT enhances the English language environment by making it more interactive, adaptable, and inventive. The use of computer technology in language training creates a learning environment that is centered on the learner. It allows course administrators and teachers to modify lesson presentation approaches in order to encourage students with diverse interests, gives learning chances outside of the classroom, and is regarded to be more accommodating of individual diversity. Because students are digital natives, using technology into language education minimizes teacher-centered comprehension and language learning anxiety while encouraging them to be risk takers and practice target language (Büyükahiska, 2016).

Jayanthi and Kumar (2016) classify the beneficial effects of ICT on ELT into broad categories such as material availability, student attitudes, learner autonomy, authenticity, assisting instructors, student-centered, and self-assessment. The availability of a wide corpus of genuine resources such as graphics, animation, audio and video clips facilitates language presentation and practice. In terms of student attitudes, ICTs boost motivation. Students are extremely motivated to learn a language because they have favorable attitudes about language learning since they utilize a computer and learn in a stress-free atmosphere. Furthermore, ICT promotes student autonomy since ICT tools enable learners to take responsibility for their own learning. Students are allowed to select the content that best suits their learning preferences. In addition, ICT delivers actual circumstances and a real-world learning environment. Because ICTs provide a variety of facilities and teaching resources, EFL teachers merely advise and create these tools as supplemental teaching materials. In contrast to traditional learning environments, ICT promotes student-centered learning and teacher-student interaction. In terms of assessment, ICTs provide for the easy and effective evaluation of both receptive and productive abilities. The instructor may choose and create appropriate resources to assess pupils' success in all skills (Büyükahiska, 2016).

Utilizing ICT in foreign language teaching offers several visible effects. Firstly, it allows for easy adaptation of educational materials to suit different circumstances, learner requirements, and reactions. Secondly, ICT enables access to current news and authentic

internet content, enhancing language comprehension. Thirdly, it facilitates the combination of diverse talents and skills, making language learning more engaging. Additionally, it transforms lectures into entertaining and interactive experiences, boosting student engagement. Lastly, ICT enables focused instruction on specific course components, promoting deeper understanding. Overall, ICT enhances adaptability, authenticity, creativity, engagement, and focused learning in foreign language teaching (Büyükahiska, 2016).

Using ICT in foreign language teaching offers several benefits. Firstly, it allows for dynamic presentations, setting it apart from books. Unlike fixed presentations in books, computers can integrate visual and audio resources, along with text, graphics, and images. Secondly, it promotes originality and innovation by providing teachers with various resources for each lesson, unlike textbook teaching where all classes covering the same topic are identical. Thirdly, ICT enables quick feedback and reaction through error correction, offering suggestions for improvement. Lastly, it offers flexibility as teachers can modify computer programs to cater to the needs and language proficiency level of their students. There is ample evidence of the positive impact and advantages of utilizing ICT in language learning. The following are some of the effects of successful ICT use on learners and various parts of the learning process: ICT boosts learners' motivation, hence increasing personal commitment and engagement; ICT facilitates autonomous learning; cooperation and communication among learners are more significant; and learners' attainment and results are enhanced (Haucine, 2011).

On the other hand, integrating ICT in the classroom might have certain drawbacks. Teachers may have difficulties in integrating and using technology technologies into course syllabuses and curricula. Before using ICTs in EFL classes, there are a few things to consider. As a result, ICT is not appropriate for all learners in all contexts and for all purposes, and effective usage may need extensive learner training. Classroom management issues, a lack of experienced teachers, selecting the best technological tool to match course content, finding reliable and acceptable activities for students' learning styles, the costs of new technological tools and devices, insufficient physical capacity of classrooms, and so on are just a few notable issues to consider before implementing ICTs in language classrooms. (Livingstone,2012).

According to Preston and Cox (1999), the disadvantages of using ICTs in classrooms are as follows: difficulties in using software/hardware, need for more technical support, insufficient time to use ICT, too expensive to use on a regular basis, insufficient access to resources, restrictions on lesson content, counter-productive due to insufficient technical resources. Furthermore, EFL teachers found it difficult to properly incorporate computers into

courses, and teachers had to devote too much time to instruction, leaving little opportunity for students to practice and develop expertise with the abilities being taught. Teachers lost faith in the equipment and software owing to frequent malfunctions and failure to complete courses on time due to a lack of technical assistance (Büyükahiska, 2016).

It is strongly believed that incorporating educational technology and communication into the EFL context provides students with a flexible and diverse set of technological tools, encourages students to use higher order skills, develops critical thinking and effective information processing skills, encourages active independent, autonomous, and collaborative language learning, motivates and facilitates language learning, and enlightens students. On the contrary, it is obvious that incorporating ICT into language teaching techniques has its own set of constraints. ICTs should be included into foreign language instruction as an effective supplement and beneficial teaching too (Büyükahiska, 2016).

To sum up, the use of ICT in English as a Foreign Language (EFL) education has numerous advantages. It enhances the learning environment, increases student motivation, promotes learner autonomy, provides authentic and real-world learning experiences, facilitates assessment, allows for flexibility and adaptation of educational materials, makes lectures more engaging, and allows for focused teaching on specific components of the course. However, there are also challenges to consider, such as integrating technology into the curriculum, providing teacher training, addressing classroom management issues, selecting appropriate technological tools, and managing costs and technical support. Despite these challenges, incorporating ICT into EFL instruction is believed to be beneficial, providing students with a range of tools and skills, fostering active and collaborative learning, and promoting critical thinking and information processing skills.

Part IV. EMPIRICAL RESEARCH

The teaching and learning of English as a foreign language (EFL) has evolved significantly over the years, with advancements in technology playing a major role in this evolution. This research aims to explore how modern technologies are used in EFL learning and teaching, examining the perspectives of both EFL learners and teachers. The study seeks to shed light on the current state of technology integration in EFL education and identify potential areas for improvement.

A comprehensive literature review was conducted to gain profound knowledge of the subject. The review included an analysis of various scholarly works that explored the use of technology in language learning and teaching. The literature review presented the major ideas and theories related to technology integration in EFL education, providing a clear and balanced understanding of the topic.

4.1 Research instruments

The role of modern technology in language learning has become increasingly significant in recent years, with a growing number of English as a Foreign Language (EFL) learners and teachers integrating technology into their language learning and teaching practices. In this study, we focused on the use of modern technology in EFL learning and teaching. We established criteria for testing the propositions and considered various sources of data. Our goal was to investigate the frequency and nature of technology use among EFL learners and explore how EFL teachers integrate technology into their teaching practices. To achieve this, we conducted two surveys targeting EFL learners and EFL teachers, respectively.

The survey for EFL learners aimed to examine the frequency and nature of technology use in their language learning journey. It also sought to uncover the perceived benefits and challenges associated with using technology in language learning. On the other hand, the survey for EFL teachers aimed to explore how they integrate technology into their teaching practices. It delved into the types of technologies used, the challenges they face, and their perceptions of the effectiveness of technology in language teaching.

By gathering insights from both EFL learners and teachers, our study aimed to provide a comprehensive understanding of how modern technologies are utilized in language learning and teaching. Through this research, we aimed to shed light on the current state of technology integration in EFL education and identify potential areas for improvement.

The questionnaire for EFL learners consists of two parts. The first part includs general questions about the tools of modern technology they use and the purposes for which they use these tools in their everyday life. Multiple options were provided for each question. The second part focused on their opinions and experiences regarding learning EFL with the help of ICT tools. Some questions allowed participants to provide their own answers, such as their perception of how modern technology has made their language learning easier.

The questionnaire for EFL teachers comprised two parts as well. The first part consisted of general and open-ended questions about the use of ICT tools in their lessons. The second part presented 5-point Likert-scale statements, allowing participants to indicate their level of agreement or disagreement. This approach facilitated the identification of differences and similarities in the teaching style and experiences of the respondents.

4.2 Participants and procedure

The questionnaire was created with the help of Google Docs. The research took place between November 2022 and March 2023.

The first survey was sent out to young learners under fourteen. It was filled out by fifty four respondents. In the beginning of my survey I explained the purpose of my research and gave clear instructions (see Appendix 1).

The second survey, similarly to the first one was also sent to teachers of EFL. This survey was filled out by eighteen teachers. Like in the first one, in the beginning I explained the purpose of my research and gave clear instructions (see Appendix 2).

The questionnaire created for the students was in their native language, Hungarian. The questionnaire for English teachers were compiled in English. After collecting the data, the responses were analyzed using Microsoft Excel. Quantitative analysis was used to present the results in the form of diagrams, while the answers to open-ended questions were analyzed qualitatively. This mixed-method approach provided a comprehensive understanding of the data collected from both EFL learners and teachers.

4.3   Findings and discussion of the results

4.3.1 Findings and discussion of the results of the learners' questionnaire

In the initial inquiry of this survey, participants were requested to indicate if they are presently engaged in the study of English in any capacity. The responses to this question

indicate that all respondents are currently undertaking English as a foreign language (FL) instruction. Subsequently, three additional questions were posed to ascertain the prevailing usage of information and communication technology (ICT) devices among the students, as well as the specific purposes for which they employ these devices. Respondents were given the opportunity to select multiple options from a list of devices provided. Notably, fourty eight percent of the students reported using their mobile phones on a daily basis, while thirty seven percent utilize laptops and eleven percent utilize desktop computers. The utilization of e-readers and tablets on a daily basis, however, was reported by only 2% of the participants for each device (see Figure 1).
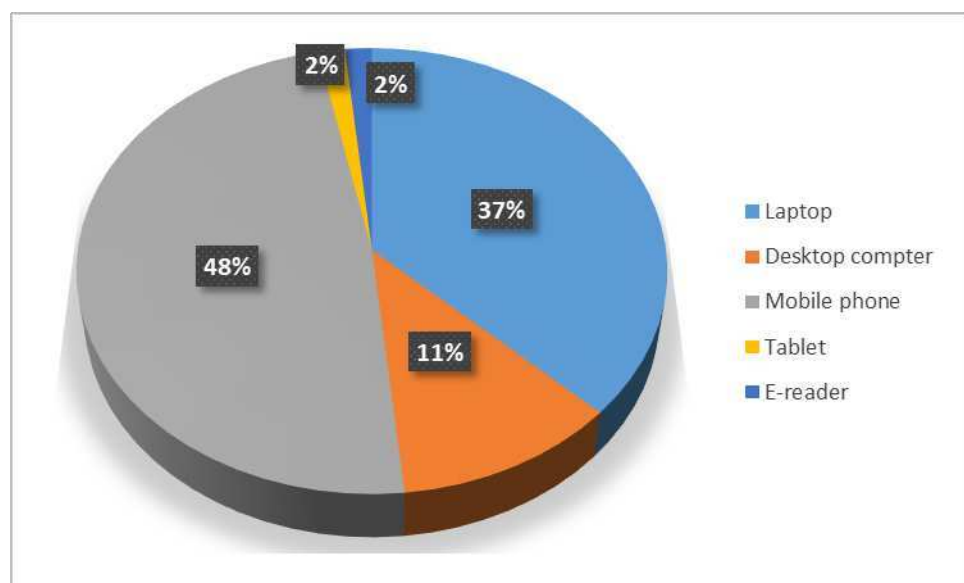
Figure 1: Which ICT devices do you use on a daily basis?

As we analyzed the answers of the second question – „what do you use ICT devices for" -, we found out that a minority of the students use their devices to listen to music and to watch videos, podcasts. Fifteen percent of the participants search for general information, fifteen percent for using mobile- and other apps, fourteen percent for studying, twelve percent for shopping and ten percent to check the weather or news (see Figure 2.)
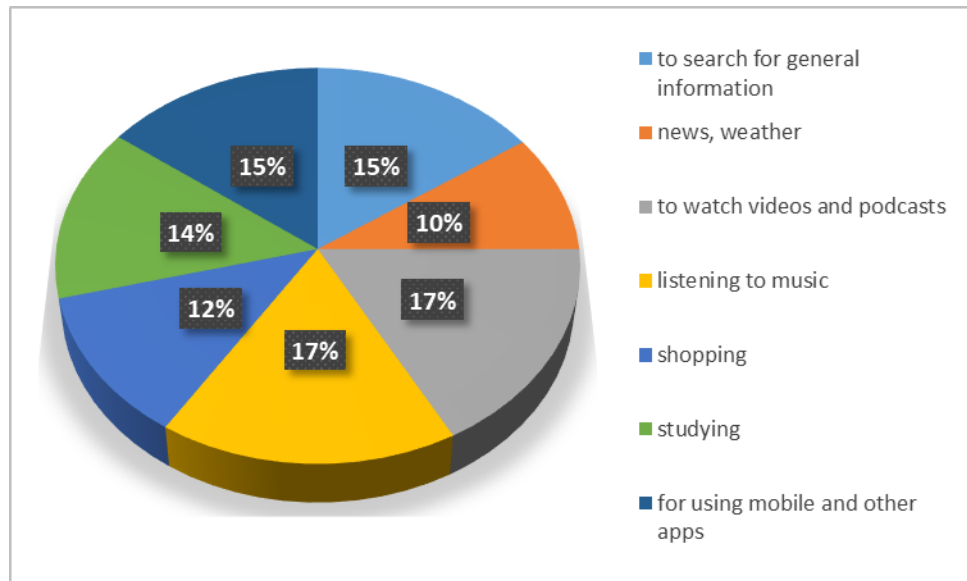
Figure 2: What do you use ICT devices for?

In the subsequent section, we delved into greater detail regarding the specific purposes for which students employ ICT devices. It was found that twenty four percent of those who were asked utilize these devices for internet browsing and/or watching YouTube content. Additionally, sixteen percent of the participants reported engaging in gaming activities, while fourteen percent are utilizing ICT devices for language learning purposes. Furthermore, eleven percent indicated using ICT devices for work-related tasks or job searches, and nine percent reported reading books online with the assistance of these devices. It is worth mentioning that respondents were provided with the option to specify other purposes, leading to the inclusion of two additional responses. One participant mentioned using ICT devices for social media, while another mentioned utilizing them for picture editing (see Figure 3.)
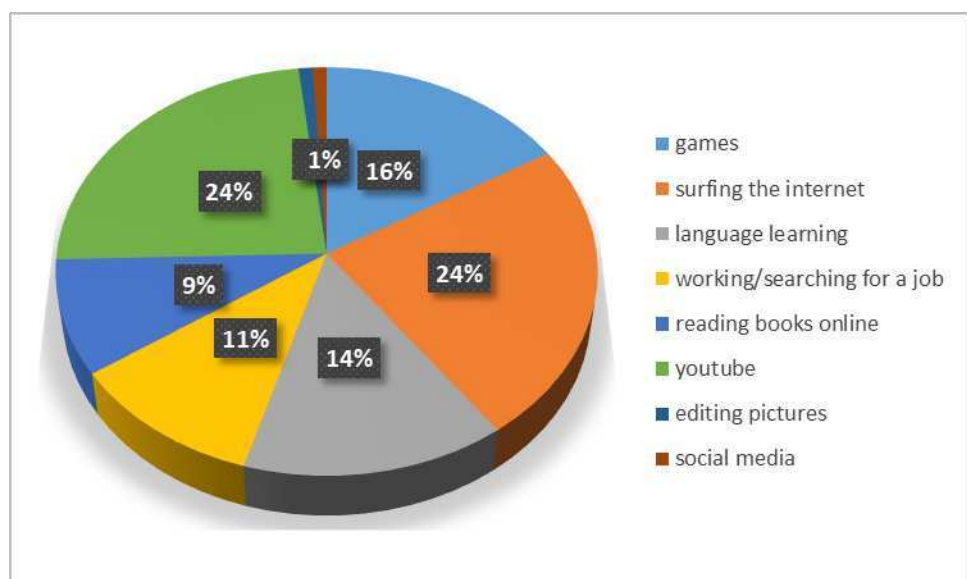
Figure 3: What do you use ICT devices for?

The following question was asked with the purpose to find out what kind of programs, social media platforms and websites students use nowadays. They had a few options to choose from and the „other" option as well, where they could write something that was not listed in the options. The results show most frequently used social media platforms among the participants are facebook, messenger and youtube -which is the biggest video sharing platform -, as seventeen percent of them chose it. Instagram took the second place with sixteen percent, on the third place is email with fourteen percent and right behind it with thirteen percent are Microsoft Word, Excel and Power Point. Eleven percent of the learners use TikTok and nine percent uses Google Classroom and meet. Skype seems to be less famous nowadays as only one percent of the participants uses it. One percent of the participants uses BeReal, Snapchat, Canvas, Teams and/or photo editing websites. To sum up the results of the answers on this question it can be stated that learners nowadays use their digital devices mainly for social media platforms compared to any other websites, programs (see Figure 4).
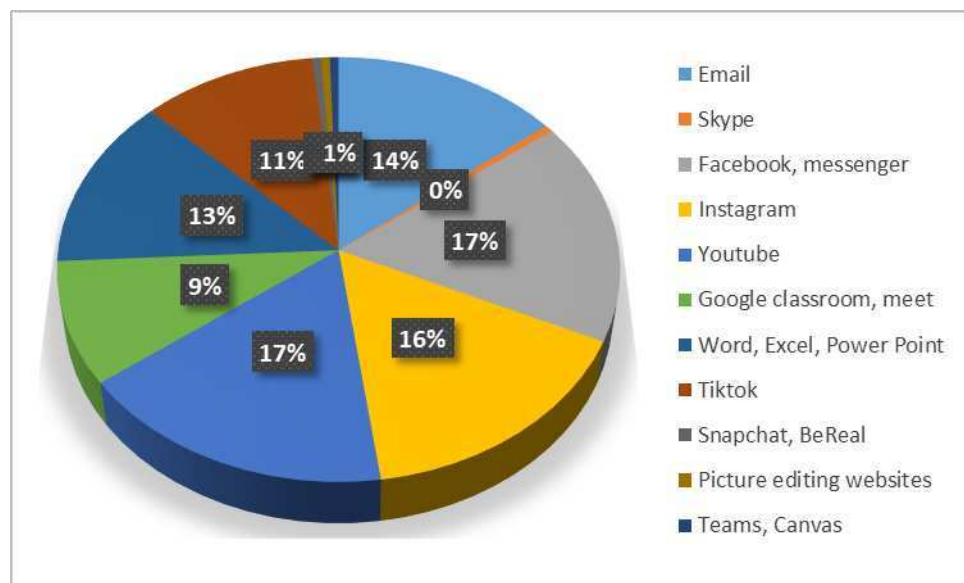

Figure 4: Which programs, platforms and websites do you use?

The following question aimed to explore the various purposes for which participants utilize programs, platforms, and websites. Based on the questionnaire results, the most prevalent reason identified was maintaining communication with family and friends, which was chosen by twenty seven percent of the participants. Sharing pictures and videos along with studying ranked the second most common purpose, each of them selected by twenty percent of the respondents. Engaging in work-related tasks was chosen by eleven percent of the participants.

Furthermore, twelve percent of the students reported utilizing these platforms and websites to follow renowned individuals, while nine percent expressed an interest in meeting new people and making new connections. It is noteworthy that only one percent of the respondents indicated selecting the option of "responding to advertisements." (see Figure 5).
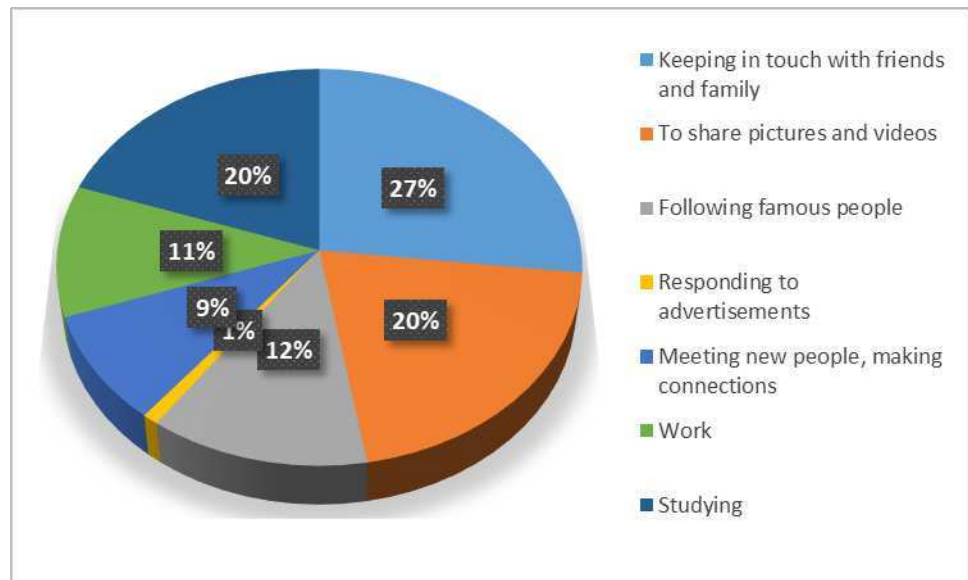

Figure 5: If you use the ones listed in the previous question, usually for what?

The next part of the questionnaire focused on the opinion of the participants about learning EFL with the help of ICT tools. First they were asked if they think modern technology was important and useful in language learning. Ninety six percent responded to this question by yes, four percent said they are not sure. None of them answered no. The overall answer to this question was positive (see Figure 6).
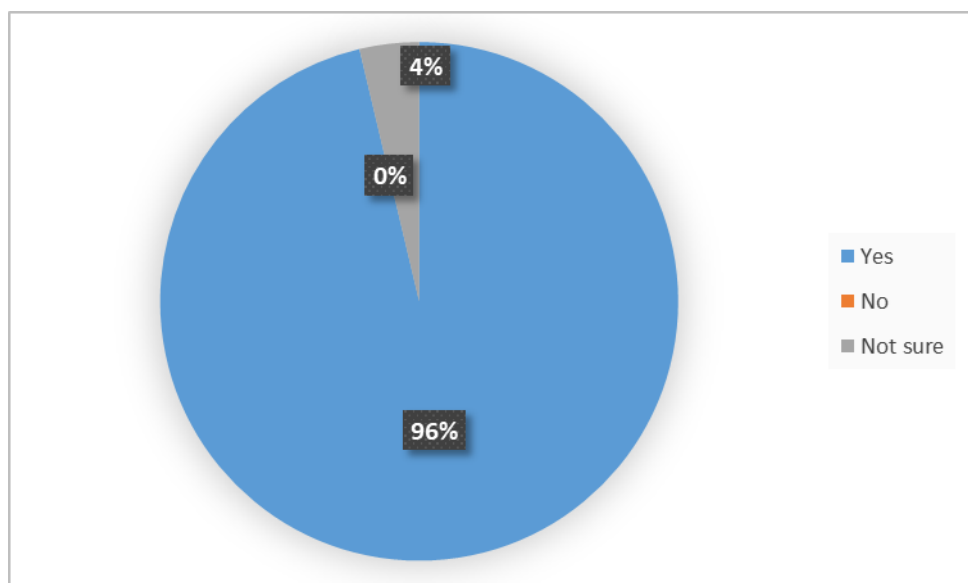
Figure 6: Do you think modern technology is useful for language learning?

When considering the preferred devices for language learning based on the findings of the questionnaire, it can be inferred that a significant majority of the participating learners, amounting to sixty eight percent, prioritize the utilization of the internet as their primary resource. Conversely, a mere two percent of the students expressed a preference for textbooks. However, it is noteworthy that twenty eight of the respondents indicated a preference for both the internet and textbooks as supplementary sources for their language learning endeavors. Additionally, it is worth mentioning that one student suggested "community" as an alternative option under the "other" category (see Figure 7).
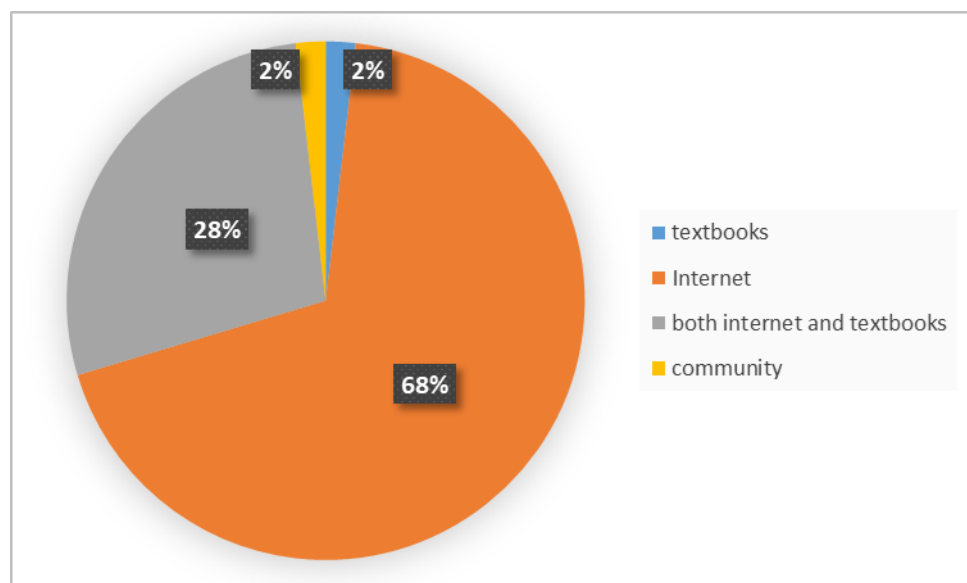

Figure 7: Which one do you like to use when learning a new language?

In the following question we were interested in the preferences of the learners about their EFL lessons, to be more exact, about the devices they would like their teachers to use in the lessons. As a result, we can say most students prefer to use interactive tasks with the help of the internet, as twenty nine of the participants chose this option. Twenty six percent would prefer their teachers to use textbooks and workbooks in the EFL lesson. Twenty three percent chose videos, followed by speaking excercises that was chosen by twenty two percent of the students (see Figure 8).
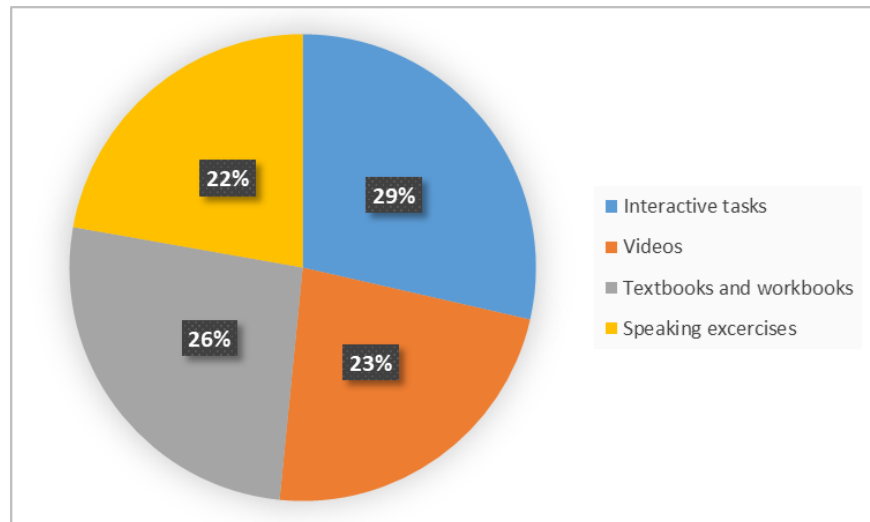
Figure 8: What aids would you like your teacher to use during English lessons?

In light of the survey results regarding the preferred devices for language learning, it is evident that a significant majority of the participating learners, comprising sixty eight of the respondents, prioritize the internet as their primary source for acquiring language skills. In contrast, a mere two percent of the students indicated a preference for traditional textbooks. Notably, twenty eight of the participants expressed a desire to utilize both the internet and textbooks concurrently, recognizing the value of supplementary resources in their language learning journey. Furthermore, it is worth highlighting that one insightful student recommended the inclusion of "community" as an additional option under the "other" category, highlighting the potential significance of collaborative learning experiences. These findings underscore the growing influence of digital platforms in language education while acknowledging the enduring value of traditional instructional materials (see Figure 9).
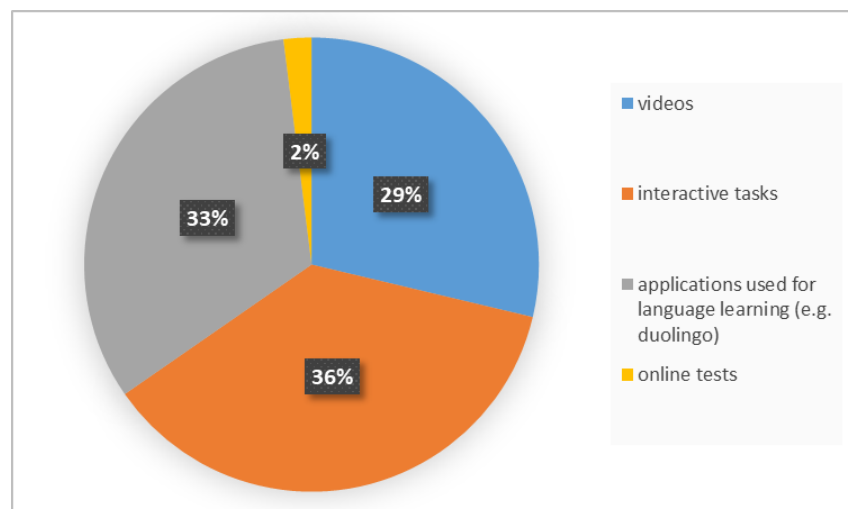

Figure 9: The most useful ICT tools when learning a language

In the following question we wanted to find out what type of learning students prefer nowadays. The participants of the research had three options to choose from. As a result it was found out that most students prefer learning in classroom and use teaching materials on the computer during the class, fourteen of the learners chose this option. Eleven of theese participants responded that they would perefer online learning with the support of a teacher and four of them would prefer learning online without a teacher. Some of the student responded with their own ideas in addition to the listed ones. One respondent would prefer to learn in person with a teacher and to learn with the help of online assignments in spare time, while another participant would prefer the idea of learning in a classroom with a teacher but with the involvement of more online learning tools (see Figure 10).
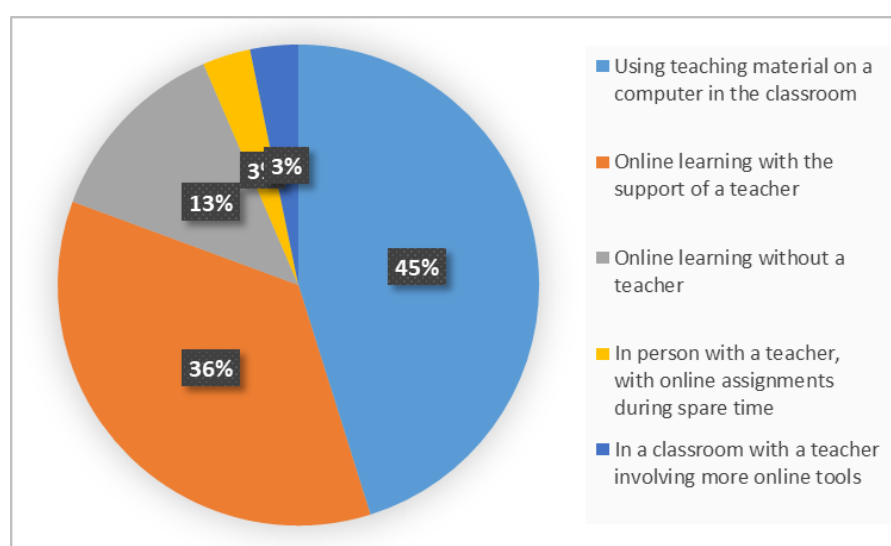

Figure 10: Preferences towards the way of learning EFL

When inquiring about the students' perspectives on language learning through modern technologies versus learning with the assistance of a language teacher, it is noteworthy that 58% of the respondents expressed a favorable view, considering technology as a beneficial solution. Nineteen percent of the participants expressed skepticism toward modern technology as a suitable means of language learning when compared to a real teacher. Additionally, twenty three percent of the respondents remained uncertain about the effectiveness of technology in this context. These answers highlight the varying opinions among students regarding the role of technology in language acquisition, shedding light on the complexities of incorporating digital tools into language education practices (see Figure 11).
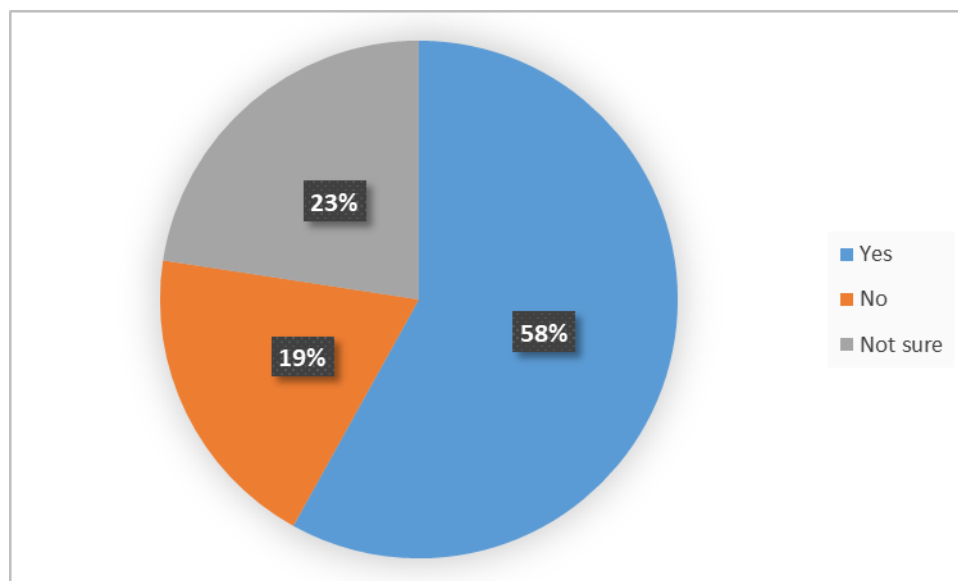
Figure 11: Do you think leaning English with the help of technology is a good way to learn compared to learning from a language teacher?

In the concluding section of this survey, our attention shifted towards examining the impact of Information and Communication Technology (ICT) on students' English as a Foreign Language (EFL) learning. We sought to explore both the advantages and disadvantages associated with utilizing ICT for EFL learning, as well as the underlying reasons supporting the adoption of modern technology in language education.

To gauge the extent to which modern technology aided participants in their language learning journey, respondents were asked to evaluate its impact. Notably, nearly 40% of the participants indicated that ICT provided a moderate level of assistance, while an overwhelming majority of over 60% expressed that modern technology significantly contributed to their language learning progress. These responses underscore the potential of incorporating ICT tools in EFL instruction, suggesting its capacity to enhance and augment language learning outcomes.

The participants were asked to what extent modern technology helped their language learning process. Almost fourty percent of the respondents answered that it helped a little and more than sixty percent answere that modern technology greatly helped their language learning process By delving into the advantages, disadvantages, and perceived efficacy of ICT in language learning, this study sheds light on the potential benefits of incorporating modern technology as a valuable resource in the realm of language education (see Figure 12).
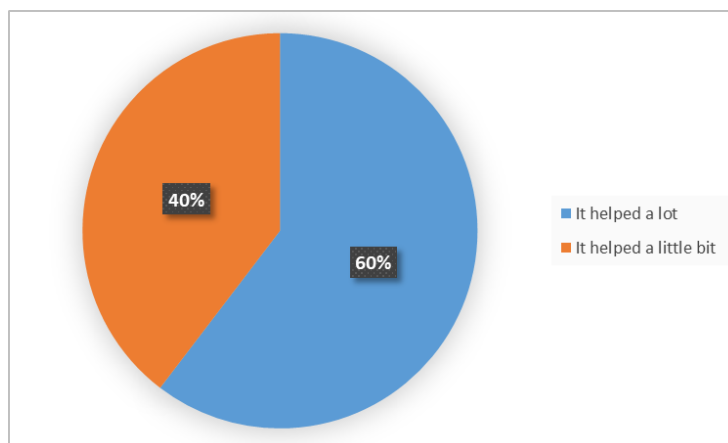
Figure 12: How much did modern technology helped in your language learning process?

After this question the respondents were asked to explain how exactly modern technology helped in their language learning process. Based on their responses we can state, that modern technology helps to learn a language faster, since the internet is a great source of various materials. In addition, the learners can manage their own time and study in their own pace. Internet helps to make the process more diverse and keep up the interest for a longer time. With the help of videos on a specific topic a learner can extend and upgrade his/her vocabulary. Other responses included that with the help of the internet the students can choose the way they want to learn the language according to their preferences: someone prefers leaning with applications, videos or movies, for others communicating with native speakers is more useful.

When asking the students why they think using modern technologies is a better way to learn EFL than the traditional one, most of them pointed out that they are easy to access and have more sources compared to textbooks. Some of the respondents remarked that learning a language on the internet is better, because one can search and learn exactly what one wants or needs compared to school learning, where they have the exact plan for every year. Others said it is more comfortable and they feel less anxious, have no fear of making mistakes. It is also important that in the EFL lessons in school students might not learn about different slangs of the English language and on the internet they can hear them often, so when it comes to communicating with a native speaker it will be easier if they have access to these slangs.

To sum up, the feedback from the respondents highlights the significant role modern technology plays in language learning. The internet provides a wealth of resources that are easily accessible, allowing students to learn at their own pace and choose the learning style that suits them best. By utilizing videos, apps, and online communication with English speakers,

students can improve their vocabulary, grammar, and pronunciation skills, which ultimately enhances their ability to express themselves fluently and confidently. In addition, they can get an insight into the various slangs and be able to understand them. Furthermore, modern technology provides a more diverse and engaging learning experience, enabling students to maintain their interest in the language for a longer period of time motivating them intrinsically. Overall, it is evident that modern technology has revolutionized the way people learn languages, providing a more personalized, accessible, and effective approach to language acquisition.

4.4 Findings and discussion of the results of the teachers' questionnaire

In the initial phase of this questionnaire, we sought to gather information regarding the teaching experience of the English teachers who participated in the study. The data reveals a diverse range of experience among the respondents.

Approximately thirty three percent the participants reported having less than one year of teaching experience. Furthermore, twenty two percent of the respondents indicated having one to two years of experience, while an equal percentage of sixteen percent reported having two to five years of teaching experience. Another sixteen percent of the participants has been teaching for more than ten years, while eleven percent fell within the five to ten-year range of teaching experience (see Figure 13). These findings provide valuable insights into the distribution of teaching experience among the English teachers surveyed. The diverse range of experience levels highlights the potential for capturing a wide array of perspectives and experiences within the study sample. This rich variation in teaching backgrounds contributes to a comprehensive understanding of the research topic, allowing for a more nuanced analysis and interpretation of the data.
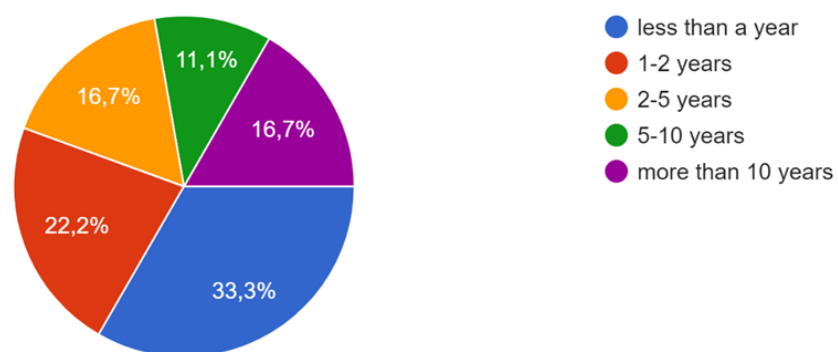

Figure 13: Teaching experience

Based on the results of the questionnaire we can state that EFL teachers use ICT tools in their lessons every day or a few times every week (see Figure 14).
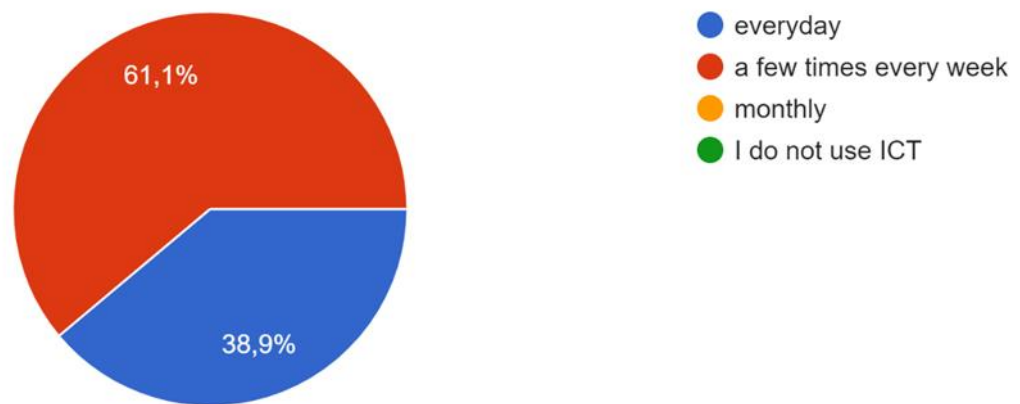

Figure 14: How often do you use ICT tools in your EFL lessons?

The teachers were asked about the exact ICT tools the use in their EFL lessons. The results show that eighty eight percent of the respondent teachers use Microsoft Power Point and/or youtube in the EFL lessons. Over half of the participants chose Google Classroom, which is a popular ICT tool nowadays, especially since online learning in general became more popular. BlackBoard is used by thirty three percent of the teachers. Microsoft Teams, Liveworksheet, Zoom is only used by about five percent. Some of the participants also named learning apps like Kahoot and Mentimeter (see Figure 15).
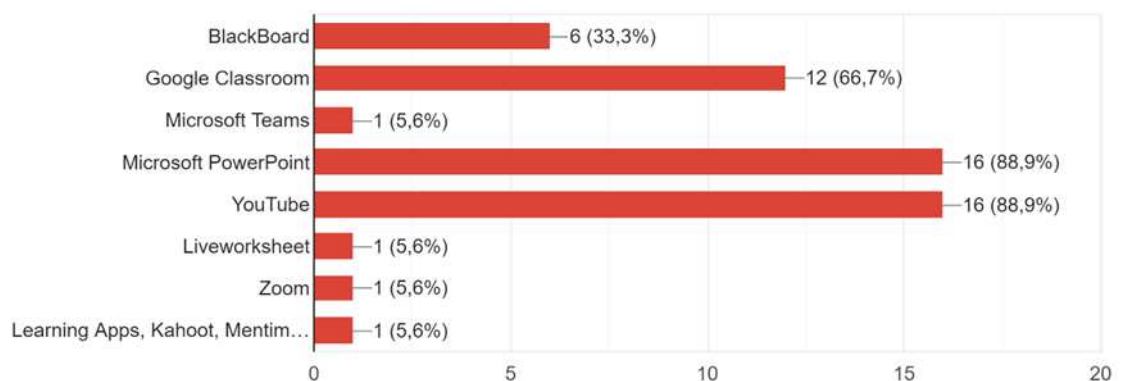

Figure 15: ICT tools used in EFL lessons

When it comes to the teaching preferences teachers might have different opinions about the topic, especially since online teaching became a must a few years ago during the COVID-19 lockdown. All the students were pushed behind screens and had to overcome some difficulty

of this unusual way of teaching and learning as well. In our survey we asked EFL teachers whether they prefer to integrate ICT tools into their classroom practice or not. Eighty eight percent of the respondents prefer teaching in classroom with the help of ICT tools and eleven percent prefers teaching online with the help of ICT tools. None of the teachers chose the option „teaching in classroom withouth the help of using ICT tools" (see Figure 16).
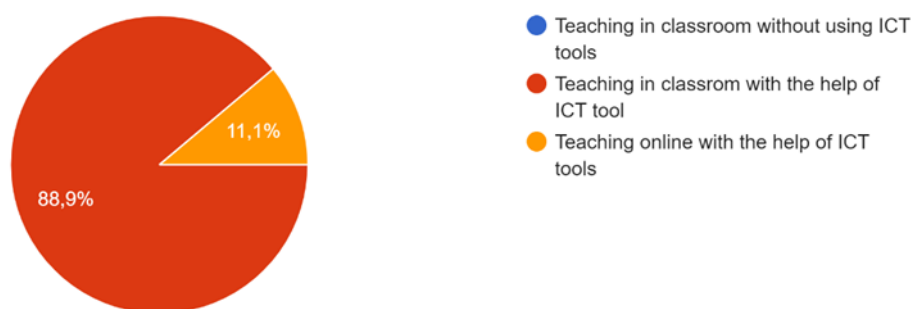

Figure 15: Teaching preference

In the following part of the questionnaire teachers were given statements and they had to indicate on a 5-point Likert scale how much they agree or disagree with them. The statements were about the role ICT could play in language teaching such as: ICT enhances teaching performance, it makes learning more diverse, effective, interesting, fun, enjoyable, increases students motivation. Most of the teachers agreed with the statements. Only a small number of the participants indicated that ICT does not enhance their teaching performance. The highest number of the respondents who strongly agree with the statements that ICT makes learning more interersting, enjoyable and fun is 14. Twelve respondents strongly agree with the statement that ICT increases learners' motivation and consider them to be important part of the learning process. The strongly agree answer prevails in the responses given to the statement alleging that ICT makes the learning more diverse. The strongly agree or agree answers still dominate in responses to the statement that ICT makes learning more effective, but the hesitant answers are the second highest. Only seven respondents strongly agree and four agree that ICT enchances their teaching performance. This is the only statement where the somewhat diasgree answer was given is that ICR enchances the teachering performance. All these answer shows that the use of ICT has a positive effect on languge learning by making it more interesting and enjoyable, it motivates learners and have become an important constituent of the language learning process (see Figure 16).
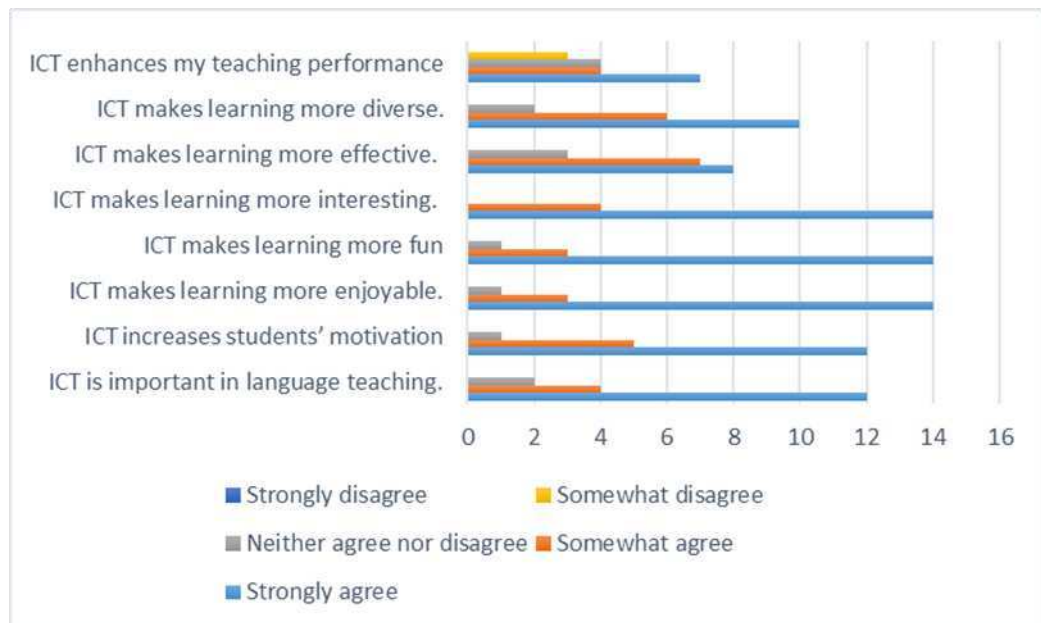
Figure 16: ICT in EFL lessons 1/2

The second set of statements was more focused on teachers' personal experience. They aimed to find out whether it is easy for the teachers to use ICT or not, whether they know how to apply them in teaching or need training, support when encountering technical problems. Finally, the statements touched upon the question of time spent on implementing ICT into teching, namely whether they have enough timet to access ICT and if they have easy acces to technology they would like to use or not.

Based on the result of the questionnaire we can state that most of the participants agrees with the statement that it is easy to use ICT for teaching. A small number of the respondents agree that they have resources when using ICT in teaching and that they know how to teach with the help of ICT. Teachers agreed that it is easy to control the class, but only one respondent agreed strongly and the number of hesitants cannot be underestimated. The answers show that teachers have easy acces to technologies they prefer to use in their lessons. However, some of the participants think that they need training in the field of using ICT tools as well as support when they encounter technical difficulties. The results also show that not all the respondents can find time to access these teaching aids, even thought most of the respondents disagreed with that statement (see Figure 17).
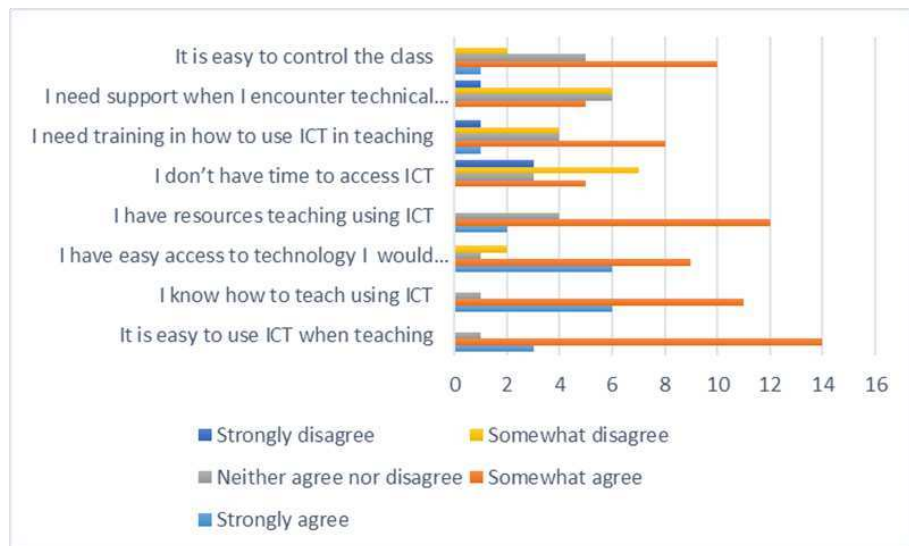
Figure 17: ICT in EFL lessons 2/2

In the following question the frequency of using different ICT tools in EFL lessons was examined. Based on the answers given, the tools most frequently used in the EFL lessons are computer or laptop and projector while the use of interactive white board varies between 'never' and 'always' with 'rarely' being the most frequent answer. Tablets are either never, rarely or sometimes used. Google classroom seems to stay popular, but it is the youtube that is used very often by most of the respondents. Microsoft Power Point is either always or very often used at the lessons. However, Kahoot and Microsoft Teams are used only sometimes. DVDs , CDs/ audio recordings proved to be useful either always or sometimes, but the category 'rarely' has the same number of answers; in three cases they are never used at the lessons (see Figure 18).

Figure 18: Frequency of ICT tools used in EFL lessons

In the final part of the questionnaire designed for teachers, which is an open-ended question, we seeked answers for two questions: what benefits of teaching English with the help of ICT tools the respondents find and what the challenges they face.
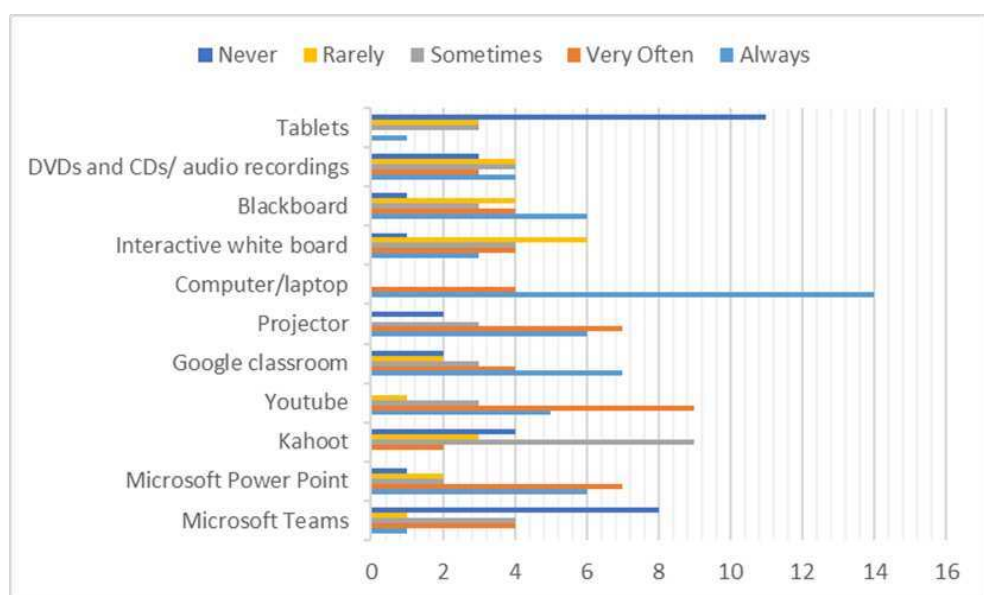
When it comes to the benefits of teaching with the use of ICT based on the teachers answers, we can state that ICT makes the lessons more interesting, productive and makes teaching easier. Students feel more connected when the teacher uses ICT tools in their EFL lessons, not to mention the fact that the teacher has more teaching istruments to use. The responses of the interviewed teachers show that using ICT keeps the learners motivated for longer and it is more comfortable to explain materials with the help of modern technology. These tools make lessons more up to date, entertaining, interactive and quick. To sum up, the one of the greatest benefits of teaching with the help of ICT tools is thier efficiency. In addition, they can be easily accessed, they keep the students motivated and are comfortable to use.

Focusing on the benefits of using ICT in teaching EFL, we should also explore the challenges. Teachers were also asked about the kind of challenges they had to face and overcome during their teaching career. Most of the teachers mentioned as a disadvantage of using ICT that sometimes technological problems can occur and for this reason they are not actually always easy to use. The next challenge teachers face when using ICT in their lessons is time management, it is hard to fit the material found on the internet to the timespan of a regular lesson, they may take more time. In addition, students may enjoy some excercises too much and the time control can be out of the teachers' lane. Teachers also mentioned that students do not take it seriously, they often think we are "just playing"and do not concentrate that much. Even thought it is a goal to make language learning fun, students need to participate actively in the lesson in order to learn effectively.

It was also mentioned that technology has been improving so rapidly, not all teachers are motivated to keep up with it. There are several reasons why this may be the case. Firstly, some teachers may feel that traditional methods of teaching are more effective, and may be resistant to change. Additionally, some teachers may feel overwhelmed by the sheer number of technology tools available, and may not know where to begin when it comes to integrating them into their teaching practice. Finally, some teachers may lack the necessary training or resources to effectively use technology in the classroom. However, it is important for teachers to recognize the importance of incorporating technology into their teaching practice. Technology has the potential to greatly enhance the learning experience, providing students with new and innovative ways to engage with the material and develop important skills. Furthermore, in

today's digital age, it is increasingly important for students to be familiar with technology and to develop digital literacy skills, which will be invaluable in their future academic and professional pursuits. To overcome the challenges associated with integrating technology into teaching practice, schools and educational institutions can provide teachers with training and support to help them develop the necessary skills and confidence to effectively use technology in the classroom. Additionally, teachers can collaborate with each another and share the best practices and resources for incorporating technology into their teaching practice. Ultimately, by embracing technology and incorporating it into the classroom, teachers can enhance the learning experience and better prepare their students for success in the twenty first century.

The last two question of our survey dealt with the same question: can, in their opinion, ICT take over language teaching. First, they had to mark on a 3-point scale whether they agree or disagree or neither agree nor disagree with the statement that ICT is taking over language teaching. Then in an open ended question teachers could support their view. The answers were surprising, since thirty three percent of the teachers agreed (see Figure 19).
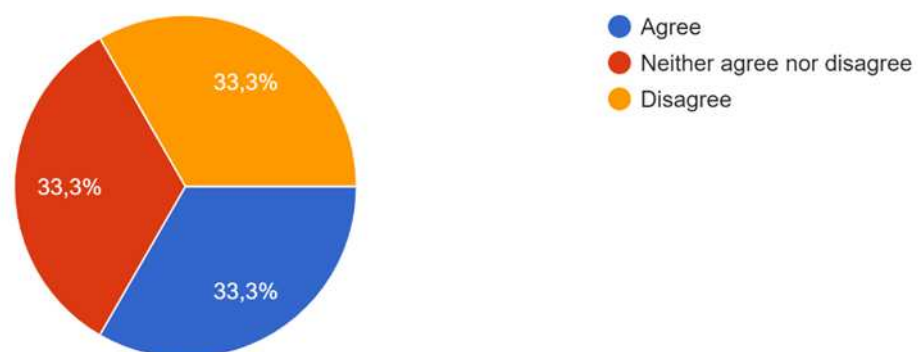
Figure 19: Do you agree with the statement that „ICT is taking over the language teaching"?

Teachers responded, that online language learning platforms are increasingly taking over the role of teachers, because we live in the world of technology where everything is controlled by it. Teachers who agreed with this statement underpinned their opinion by explaining that is is a huge challenge to motivate generations Z and Alpha without the use of ICT tools in the classroom due to the fact that they got used to these gadgets too much.

Teachers who neither agreed nor disagreed claimed that ICT is a great tool to use during teaching and if integrating it into the teaching and learning process correctly, they will not take

over in every part of the learning/teaching. However, some students prefer to learn in their own pace which is not always an option, especially in schools and for them these tools give excellent opportunity to practice the language.

Respondents who did not agree with the statement replied, that ICT is a great source of information and teaching materials, but it can never replace the communication between two human beings, in this case the student and the teacher. Nevertheless, there are students, who prefer lessons without ICT use.

In conclusion, our exploration of the benefits and challenges of teaching English with the help of ICT tools has revealed that incorporating technology into teaching practice can greatly enhance the learning experience. The accessibility, efficiency, motivation improvement, effectivity, and comfortability are among the greatest benefits of teaching with the help of ICT tools. However, challenges such as technological problems, time management, and student engagement also exist. Furthermore, not all teachers are motivated to keep up with the rapid technological advancements. Nonetheless, it is important for teachers to recognize the importance of incorporating technology into their teaching practice and for educational institutions to provide teachers with training and support to effectively use technology in the classroom. Finally, while online language learning platforms and technology may have an increasingly significant role in language teaching, they can never fully replace the value of communication between a student and a teacher.

Based on the research findings, several recommendations can be made to enhance the use of modern technology in EFL learning and teaching. First, it is crucial to provide professional development opportunities for EFL teachers to improve their technological skills and pedagogical knowledge. Workshops, training sessions, and online courses can be offered to support teachers in effectively integrating technology into their language teaching practices. Additionally, ensuring access to technology is essential for EFL learners, both inside and outside the classroom. Schools and educational institutions should invest in providing the necessary infrastructure and devices to facilitate language learning through technology. Moreover, integrating technology into the EFL curriculum is recommended. Aligning technology use with the learning objectives and language proficiency goals can create meaningful and engaging learning experiences. By incorporating various technological tools and applications, teachers can promote active participation and enhance learner engagement. Encouraging the adoption of learner-centered and task-based pedagogical approaches that leverage technology can also be beneficial. EFL teachers can explore interactive platforms,

online resources, and language learning apps to provide authentic language practice opportunities. Collaboration and sharing among EFL teachers should be fostered to create a supportive environment for technology integration. Establishing platforms for sharing best practices, resources, and experiences can facilitate the exchange of ideas and strategies. Furthermore, promoting further research and evaluation in the field of technology integration in EFL education is essential. Longitudinal studies and investigations into the effectiveness of specific technological tools can contribute to the understanding of technology's impact on language proficiency. By implementing these recommendations, stakeholders can create an environment that supports the effective use of modern technology in EFL learning and teaching, ultimately enhancing the language learning experience and outcomes for EFL learners.

CONCLUSION

Exploring the role of ICT in teaching EFL to young learners reveals vast possibilities, impacting educators and students. This thesis examines the benefits and challenges of integrating technology, analyzing its impact on language acquisition and pedagogy. ICT, combined with tailored approaches for young learners, transforms the teaching and learning experience. Interactive resources captivate young minds, foster participation, and facilitate language acquisition in authentic contexts. Technology integration offers advantages such as personalized instruction, catering to diverse learning styles and creativity.

The research conducted through questionnaires administered to both young learners and English teachers offered valuable insights into the impact of ICT on their learning and teaching experiences, respectively. The responses from young learners showed the presence of modern technology in their daily lives, with its positive influence on EFL learning evident in terms of motivation, engagement, and access to authentic language materials. Findings from the learners' questionnaire revealed that the majority of students reported using mobile phones, laptops, and desktop computers on a daily basis for various purposes such as listening to music, watching videos, searching for information, and studying. Social media platforms like Facebook, Messenger, and YouTube were the most commonly used programs and websites. Overall, students expressed a positive attitude towards the use of modern technology in language learning, with the internet being the preferred resource.

Regarding preferred devices for language learning, the internet was favored by a significant majority of students, while textbooks had limited preference. However, many students expressed a preference for using both the internet and textbooks as supplementary resources. Students also indicated a preference for interactive tasks with the help of the internet in their English lessons.

When asked about the impact of modern technology on their language learning, the majority of students felt that it significantly helped their language learning process. They highlighted the benefits of easy access to various resources, the ability to learn at their own pace, and the opportunity to choose learning methods that suit their preferences. Students also mentioned the advantage of exposure to different slangs and a more diverse and engaging learning experience through modern technology.

Conversely, the feedback from English teachers shed light on the various ICT tools employed in the classroom, emphasizing the benefits of technology in enhancing instructional

practices, while also acknowledging the challenges that arise, such as technical issues, training requirements, and maintaining a balance between technology use and traditional teaching methods.

Overall, both learners and teachers acknowledged the positive impact of ICT on language learning. Learners appreciated the accessibility, diversity, and motivational aspects of modern technology, while teachers recognized the enhancement of teaching performance and the increased engagement of students. These findings underscore the potential benefits of incorporating ICT tools in language education, while also recognizing the value of traditional instructional materials.

In conclusion, the findings of this thesis clearly affirm the pivotal role of ICT in teaching EFL to young learners. By applying the potential of technology, educators can create dynamic and immersive language learning environments that cater to the needs and interests of young learners, watching over their linguistic development and promoting their digital literacy skills. However, it is essential to recognize that the integration of ICT should be approached thoughtfully, with a clear understanding of its benefits, challenges, and effective pedagogical practices. Ongoing professional development and support for teachers, along with robust infrastructure and resources, are crucial to ensure the successful implementation of ICT in EFL instruction.

РЕЗЮМЕ

Вивчення ролі ІКТ у викладанні англійської мови професійного спрямування молодим студентам відкриває широкі можливості, впливаючи на викладачів та студентів. У цій тезі розглядаються переваги та виклики інтеграції технологій, аналізується їхній вплив на вивчення мови та педагогіку. ІКТ у поєднанні зі спеціальними підходами для молодих учнів трансформують процес викладання та навчання. Інтерактивні ресурси захоплюють молоді уми, заохочують до участі та сприяють вивченню мови в автентичному контексті. Інтеграція технологій пропонує такі переваги, як персоналізоване навчання, заохочення різних стилів навчання та творчого підходу.

Дослідження, проведене за допомогою анкетування учнів та вчителів англійської мови, дозволило отримати цінну інформацію про вплив ІКТ на їхній навчальний та викладацький досвід відповідно. Відповіді молодих учнів засвідчили присутність сучасних технологій у їхньому повсякденному житті, а також їхній позитивний вплив на вивчення англійської мови професійного спрямування з точки зору мотивації, зацікавленості та доступу до автентичних мовних матеріалів. Результати анкетування учнів показали, що більшість з них щодня використовують мобільні телефони, ноутбуки та стаціонарні комп'ютери для різних цілей, таких як прослуховування музики, перегляд відео, пошук інформації та навчання. Платформи соціальних мереж, такі як Facebook, Messenger та YouTube, були найбільш часто використовуваними програмами та веб-сайтами. Загалом студенти висловили позитивне ставлення до використання сучасних технологій у вивченні мови, при цьому Інтернет є найпопулярнішим ресурсом.

Щодо бажаних пристроїв для вивчення мови, переважна більшість студентів надала перевагу Інтернету, тоді як підручники мали обмежену перевагу. Однак багато студентів висловили бажання використовувати як інтернет, так і підручники як додаткові ресурси. Учні також віддали перевагу інтерактивним завданням за допомогою Інтернету на уроках англійської мови.

Відповідаючи на запитання про вплив сучасних технологій на вивчення мови, більшість студентів відчули, що вони значно допомогли їм у процесі вивчення мови. Вони підкреслили переваги легкого доступу до різних ресурсів, можливість навчатися у власному темпі та можливість обирати методи навчання, які відповідають їхнім уподобанням. Студенти також відзначили перевагу знайомства з різними сленгами та більш різноманітний і цікавий навчальний процес завдяки сучасним технологіям.

З іншого боку, відгуки вчителів англійської мови проливають світло на різні інструменти ІКТ, що використовуються в класі, підкреслюючи переваги технологій у вдосконаленні практики викладання, а також визнаючи виклики, що виникають, такі як технічні проблеми, вимоги до підготовки та дотримання балансу між використанням технологій і традиційними методами навчання.

Загалом і учні, і вчителі визнали позитивний вплив ІКТ на вивчення мови. Учні високо оцінили доступність, різноманітність і мотиваційні аспекти сучасних технологій, а вчителі визнали підвищення ефективності викладання і збільшення залученості учнів. Ці висновки підкреслюють потенційні переваги впровадження інструментів ІКТ у мовну освіту, водночас визнаючи цінність традиційних навчальних матеріалів.

Отже, висновки цієї дисертації чітко підтверджують ключову роль ІКТ у викладанні англійської мови професійного спрямування для молодих студентів. Застосовуючи потенціал технологій, викладачі можуть створити динамічне та захоплююче середовище для вивчення мови, яке відповідає потребам та інтересам молодих учнів, спостерігаючи за їхнім мовним розвитком та розвиваючи їхні навички цифрової грамотності. Однак важливо визнати, що до інтеграції ІКТ слід підходити вдумливо, з чітким розумінням їхніх переваг, викликів та ефективних педагогічних практик. Постійний професійний розвиток і підтримка викладачів, а також надійна інфраструктура та ресурси мають вирішальне значення для забезпечення успішного впровадження ІКТ у викладання англійської мови професійного спрямування.

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APPENDIX 1

Student questionnaire

1. Are you currently studying or have you studied English in any form?

a) yes

b) no

2. What mobile communication devices do you use on a daily basis?

a) laptop

b) desktop computer

c) mobile phone

d)tablet/iPad

e) e-reader

c) other:

3. Among the following options, what do you use mobile communication devices for?

a) to search for general information

b) news, weather

c) to watch videos and podcasts

d) listening to music

e) shopping

f) studying

g) for using mobile and other apps

4. Among the following options, what do you use mobile communication devices for?

a) games

b) tp surf on the internet

c) language learning

d) job, to search for a job

e) to read books online

f) youtube

g) Other:

5. Which of the listed programs and websites do you use?

a) E-mail

b) Skype

c) Facebook, Messenger

d) Instagram

e) Youtube

f) Google classroom, meet

g) Word, Excel, Power Point

h) Tiktok

i) None of them

j) Other:

6. If you use the ones listed in the previous question, usually for what?

a) to keep in touch with friends and family

b) to share pictures and videos

c) to follow famous people

d) to respond to advertisements

e) to meet new people, mak connections

f) work

g) studying

h) other:

7. Do you think modern technology is useful for language learning?

a) yes

b) no

c) not sure

8. Which of the following would you use when learning a new language?

a) textbooks

b) internet

c) both

d) other:

9. What tools do you want your teacher to use during the language lesson?

a) interactive tasks

b) videos

c) textbooks, workbooks

d) speaking exercises

e) other:

10. In your opinion, the most useful modern technological tools when learning a language:

a)videos

b) interactive tasks

c) applications used for language learning (e.g. duolingo)

d) online tests

11. How much has the presence of modern technology made your language learning easier?

a) a lot

b) a bit

c) not at all

12. If it made it easier, then in what?

Own answer:

13. Is using a computer a good way to learn English compared to learning from a teacher?

a) Yes

b) No

c) not sure

14. In what way would you most like to learn?

a) Using teaching material on a computer in the classroom?

b) Online learning with teacher support

c) Online learning without a teacher

d) Other:

15. Why do you think it is better to learn a foreign language with the help of modern technology?

Own answer:

16. What are the disadvantages of using modern technology during language learning?

Own answer:

Teacher questionnaire

1: I have been teaching English teacher for

a) less than a year

b) 1-2 years

c) 2-5 years

d) 5-10 years

e) more than 10 years

2. How often do you use ICT tools in your EFL lessons?

a) everyday

b) a few times every week

c) monthly

d) I do not use ICT

3. What ICT tools do you use in your EFL lessons?
   a) BlackBoard
   b) Google Classroom
   c) Microsoft Teams
   d) Microsoft PowerPoint
   e) YouTube
   f) Other:

4. Which one do you prefer?
   a) Teaching in classroom without using ICT tools
   b) Teaching in classrom with the help of ICT tool
   c) Teaching online with the help of ICT tools

5. How would you rate the following statements?

	Strongly agree	Somewhat agree	Neither agree disagree	Somewhat disagree	Strongly disagree
ICT is important in language teaching					
ICT increases students' motivation					
ICT makes learning more enjoyable.					
ICT makes learning more fun					
ICT makes learning interesting.					
ICT makes learning more effective.					
ICT makes learning more diverse.					
ICT enhances my teaching performance					
	Strongly agree	Somewhat agree	Neither agree disagree	Somewhat disagree	Strongly disagree

6. How would you rate the following statements?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
It is easy to use ICT when teaching					
I know how to teach using ICT					
I have easy access to technology I would like to use					
I have resources teaching using ICT					
I don't have time to access ICT					
I need training in how to use ICT in teaching					
I need support when I encounter technical problems					
It is easy to control the class					

7. How often do you use the following ICT tools in your EFL classes?

	Always	Very often	Sometimes	Rarely	Never
Microsoft Teams					
Microsoft Power Point					
Kahoot					
Youtube					
Google classroom					
Projector					
Computer/laptop					
Interactive white board					
Blackboard					
DVDs and CDs/ audio recordings					
Tablets					

8. What are the benefits of using ICT tools in EFL teaching?

Own answer:

9. What are the challenges of using ICT tools in EFL teaching?

Own answe

10. Do you agree with the statement that ICT is taking over the language teaching?

a) agree

b) disagree

c) not sure

11. Please explain your answer in the previous question

Own answer:

Nyilatkozat

Alulírott, Nagy Emília angol szakos hallgató, kijelentem, hogy a dolgozatom a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye és csak a hivatkozott forrásokat használtam fel.

Tudomásul veszem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézitattárában helyezik el.

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