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ELICITING JORDAN'S SECONDARY SCHOOLS' STAKEHOLDERS PERCEPTIONS ON THE USE OF EDUCATIONAL TECHNOLOGY IN THE TEACHING AND LEARNING OF ENGLISH

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Abstrak

Pada masa kini, pelbagai jenis teknologi pendidikan lanjutan digunakan dan digunakan dalam proses pengajaran dan pembelajaran di pelbagai tetapan dan tahap pendidikan. Dalam banyak cara, teknologi dilihat sebagai penyumbang kepada proses pengajaran dan pembelajaran. Terdapat keperluan untuk kerjasama semua yang secara langsung dan tidak langsung terlibat dalam persaudaraan itu. Tanpa latihan dan peluang yang mencukupi untuk belajar dan mempelajari semula teknologi baru, kajian ini bertujuan dan tertanya-tanya bagaimana menimbulkan dan menyiasat cabaran dan masalah penggunaan ETT di sekolah menengah persendirian Jordan? Kajian ini bertujuan untuk mengkaji kesan jantina, pengalaman, dan kelayakan penggunaan ETT oleh guru bahasa Inggeris menengah dari perspektif penyelia pendidikan. Kajian ini telah direka bentuk menggunakan pendekatan kes-kajian kaedah campuran, untuk melihat perspektif Penyelia Pendidikan (ES) mengenai penggunaan Alat Teknologi Pendidikan (ETT) untuk Pengajaran dan Pembelajaran Bahasa Inggeris (TLE) yang memberi tumpuan kepada data yang dikumpul dari semua pihak berkepentingan yang berkaitan. Responden kajian ini adalah penyelia pendidikan dan guru yang berafiliasi dengan sekolah menengah yang terletak di Amman. Penemuan menunjukkan bahawa terdapat kekurangan persetujuan dalam penggunaan ETT dalam proses pengajaran muncul sebagai data yang dikemukakan. Kebimbangan bahawa dalam kedua-dua pandangan penyelia guru dan pendidikan, sangat mempengaruhi penggunaan teknologi dan proses pengajaran. Motivasi rendah, dan kepuasan kerja, serta kekurangan ETT di sekolah-sekolah Jordan. Kajian semasa ini boleh memberi sumbangan penting kepada bidang ini terutamanya dalam mengisi jurang yang menghubungkan aliran semasa ke atas penggunaan ETT dalam bidang pendidikan bahasa Inggeris di sekolah menengah Yordania swasta

Kata kunci: Penyelia Pendidikan, Alat Teknologi Pendidikan, Pengajaran dan pembelajaran Bahasa Inggeris, Teknologi Pendidikan.

Abstract

Recently, different types of advanced educational technology is being used and employed in the teaching and learning processes at various educational settings and levels. In many ways, technology it has seen as an enabler to both the teaching and learning processes. There is a need for collaboration of all who are directly and indirectly involved in teaching process. Without sufficient training and opportunities to learn and relearn new technology. This study is intended and wondering how to elicit and investigate the challenges and problems on the Educational Technological Tools (ETT) Usage in Jordan private secondary schools?

This research aimed to examine the effect of gender, experience, and qualification on the use of (ETT) by secondary English language teachers from the perspective of the educational supervisors. This study was design, using a mix-method case-study approach, to explore Educational Supervisors' (ES) perspectives on the use of Educational Technological Tools (ETT) for Teaching and Learning of English (TLE) focusing on the data collected from all the relevant stakeholders.
The respondents of the study were educational supervisors and teachers affiliated to secondary schools located in Amman. The findings revealed that there is a lack of agreement in ETT Usage in the teaching process surfaced as the data presented. A concern that in both the teachers' and educational supervisors' views, strongly affected the using technology and teaching process. Low motivation, and job satisfaction, as well as the shortage of ETT in the Jordanian schools. This current study could make a significant contribution to this area particularly in filling in the gaps connecting the current trends on the ETT Usage in the field of English language education in Jordan private secondary schools.

Keywords: Educational Supervisors, Educational Technological tools, Teaching and learning English, Education technology.

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In the name of ALLAH, Most Gracious, and Most Merciful:

"Work; so Allah will see your work and (so will) His Messenger and the believers;"

<div align="right">(The Holy Quran - AtTawbah 9:105)</div>

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LIST OF ABBREVIATIONS

ETT	Educational and Technological Tools
MOE	Ministry of Education
PED	Private Education Directorate
PSS	Private Secondary Schools
EIE	Evaluation in Education
ES	Educational Supervisors
UTAUT	Unified Theory of Acceptance and Use Technology Model
TAM	Technology Acceptance Model
TAM 2	Extension of the TAM
EFL	English as a Foreign Language
GCSE	General Certificate of Secondary Education
ITL	Information technology and learning
ICDL	International Computer Driving License
ITG	Information Technology Group
ICT	Information and communication technology
GDP	Gross domestic product
CALL	Computer Assisted Language Learning
IWB	Interactive white bored
IQ	Intelligence quotient
IT	Information Technology
FL	Foreign Language
MOICT	Ministry of Information and Communication Technology
ERFKBF	Education Reform for Knowledge Based Economic
ECDL	European Computer Driving License

CHAPTER ONE

STUDY INTRODUCTION

Education has always been seen as an enabler to one country's progress and development. Many countries are investing large percentages of their GDP on education. Better infrastructure, schools, universities, systems, curriculum change and new technology are always been sought to provide better education to the learning communities. This is even much more important today than ever. The information revolution and advancement of technology have certainly made all stakeholders in education to focus on technology to grow and progress into the future. Similar changes and progresses have also been seen in the English language teaching and learning. The conventional way of teaching and learning of English language with heavy reliance on selected textbooks within the four walls of a classroom is no longer the current lexicon and norm. Now, more advanced and better educational software and hardware programs are available to assist and make language classrooms more interactive, fun and engaging.

Due to the rapid developments in the various fields, the world in general and the Arab countries and related communities specifically, are facing challenges of technology advancement as the newly discovered science and knowledge is quickly making progress and dramatically changing in the 21ˢᵗ century (Tarhini & Hone, 2017). Technological advancement has influenced all facets of human life and will continue to do so in many years to come. Among these, one of the strongly impacted sectors is 'education'. Today, education, teaching and learning are uniquely different

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APPENDICES

Appendix A: Consent form UUM to conduct the study in Jordan

PUSAT PENGAJIAN PENDIDIKAN DAN BAHASA MODEN
SCHOOL OF EDUCATION AND MODERN LANGUAGES
College of Arts and Sciences
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA

Tel: 604-928 5381
Faks (Fax): 604-928 5382
Laman Web (Web): www.cas.uum.edu.my

16 February, 2015

To Whom It May Concern:

PROGRESS REPORT OF STUDY AND PERMISSION TO ENTER RESEARCH SITE(S) IN JORDAN

It is a great pleasure to inform that **Miss Reem Zaid Khalaf** is progressing well in her PhD research entitled *Accessibility, and Challenges on the Integration of Educational Technological Tools and Application in English Language Education in Jordan Private Schools: Case Study of the Supervisors' Perspectives*. Presently she is finalising her first 3 chapters (research proposal) and will be submitting the final draft to School of Education and Modern Languages for her proposal defence in early March 2015. She intends to return to Jordan and enter her research site commencing end of March or early April 2015 for her official data collection for her study.

With the above progress in her study, I ask for your utmost consideration to provide Miss Reem the permission and support for her to return to Jordan to enter her research sites so that she can begin the official data collection for her study. As her supervisor, I am confident that Miss Reem's research has the potential to contribute to new knowledge, and most importantly would be able to contribute to improvement on ICT and educational technology integration amongst teachers in English language teaching and learning. Following are some specific information pertaining her intended data collection in Jordan:

Intended respondents:	*School Supervisors (Primary Respondents)*
Other Respondents:	*English Language Teachers; School Principals; Students and other stakeholders in English Language Education*
Research Methodology:	*Questionnaires (Primary) and Interviews (Secondary)*

Your consideration and approval on the above matter is greatly appreciated.

If you have any questions or any inquiries on Miss Reem Zaid Khalaf's PhD studies please contact me at hisham@uum.edu.my or call me at +60166602801.

Thank you.

Sincerely,

ASSOCIATE PROFESSOR DR.HISHAM DZAKIRIA
Thesis Supervisor
School of Education and Modern Languages
Universiti Utara Malaysia

c.c   Awang Had Salleh Graduate School, Universiti Utara Malaysia

Universiti Pengurusan Terkemuka
The Eminent Management University

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Appendix B: Research Questionnaire

Universiti Utara Malaysia
College of Art & Sciences
School of Education & Modern Language

Greetings

Dear Supervisor,

This research, with God's willing, Insha Allah intends to pursue a study entitled **Adaptation and Challenges on the Use of Educational Technological Tools in Teaching and Learning of English in Jordan Private Schools: from the Supervisors' Perspectives** to meet the full requirements for obtaining a Ph.D. in Philosophy of Education at Universiti Utara Malaysia.

With due respect to your esteemed reputation, and years of experiences in your position and professional life, I am grateful for your utmost consideration to participate in this study by answering the questionnaire attached. Your participation will always be guarded with the highest respect and confidentiality.

I personally thank your participation and willingness to help me pursue this research successfully.

Regards,

Researcher	**Supervisor**
Reem Zeid Khalaf	Dr. Hisham Dzakiria
PhD. Philosophy of Education student at	Associate Professor at Universiti Utara
School of Education &Modern Language/	Malaysia
College of Art & Sciences/ University of	Phone number: 0060166602801
Utara Malaysia	E-mail: hisham@uum.edu.my
Phone number: 0060168112540	
E-mail :r_queen84@yahoo.com	

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Part 1: Demographics Information
Gender: Male ☐   Female ☐
Qualification: Diploma ☐   Bachelor ☐   Master or higher ☐
Experience of work: 1 year - 5 years ☐   6 years - 10 years ☐   11 + years ☐

Part 2: The availability of Educational Technological Tools (ETT)
Put (√) next to an educational device available in the school.
Television ☐   **Audio** ☐   **Recorder** ☐   **Data Show** ☐ **Computers** ☐   **Interactive Whiteboard, Electronic (IWE)** ☐
What is the other Educational Technological Tools (ETT) in the school? …………………………………………………………………………………… …………………………………………………………………………………… ……………………………………………………………………………

Description: Please follow the figures, which indicate the following responses tick mark one response to each question.

Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
1	**2**	**3**	**4**	**5**

Part 3: Use of the Educational Technological tools (ETT) in the classroom.

No.	The Phrases'	Grade				
		1	2	3	4	5
1.	The teacher uses educational tools and techniques continuously in the class.					
2.	The teacher uses a variety of educational tools according to his level of qualifications.					
3.	The teacher is proficient in using modern teaching tool (i.e computer and other).					
4.	Teacher employs modern educational technology in the classroom to achieve the behavioral objectives of the lesson					
5.	The teacher uses the means at the right time and place.					
6.	The teacher only adopt one educational tool throughout the school term causing boredom of the teaching approach, the teaching materials, and the teacher					
7.	The teacher receives sufficient training courses on how to use the tools and educational technologies in education					
8.	Provide opportunities for free choice activity appropriate for the students' abilities and interests.					
9.	Encourages learners to use of educational technology in the classroom.					
10.	Educational technology tools are suitable for the growth characteristics of students					
11.	Take into account the individual differences of students when choosing educational technological tools.					
12.	The educational methods increase the students' ability to absorb the lesson and access the facts, concepts, skills and knowledge better					
13.	Effectively the educational technological tools in the educational situation.					
14.	Educational technological tools used appropriate way which can increases the effectiveness of teaching.					
15.	The teacher creates conducive environment to use educational tools and techniques					
16.	The teacher chooses the appropriate educational technological tools to the objectives of the lesson.					

Part 4: Challenges of educational technological tools (ETT) in the classroom.

No.	The Phrases'	Grade				
		1	2	3	4	5
1.	Materials are available for producing the means and educational programs in the school.					
2.	Maintenance techniques on educational tools are available in the school.					
3.	Provide a plan for the use of educational media during the semester					
4.	Teachers lack the knowledge and training on modern educational technological tools					
5.	Provides special educational technological tools in the school budget.					
6.	Classrooms are equipped technically to use educational technological tools and computer display screens and other					
7.	Students do accept the means and techniques of modern educational approaches used in lessons.					
8.	Management attention motivation of teachers towards the use of educational technological tools.					
9.	The teacher is able to use educational tools and techniques.					
10.	Lesson time is sufficient to use educational technology and ICT in classrooms					
11.	Provide technical support for the use of educational technological tools in school.					
12.	Maintenance for the educational technology tools in school is good					
13.	There is a clear urgency or specific timetable or schedule on when to use educational tools and techniques.					
14.	The teacher know about the availability educational technology tools and equipment available in the school.					
15.	Provides educational techniques attractions and suspense					
16.	Heavy loads of teaching and responsibility by the teacher prevent them from incorporating educational tools in their respective classrooms.					
17.	Predominantly, there is no relevance between the methods, techniques and the educational curriculum subjects.					
18.	There are limited number of educational technology tools and techniques in the school compared with the number of students who use them.					

Appendix C : The Validation Committee of The Questionnaire and The Interview Questions

No	The member	Qualification	The Affiliation
1.	Prof. Dr. Adnan Al-gadire	Curriculum and Teaching Methods	Amman Arab University
2.	Prof. Dr. Abdul Rahman Al-Hashimi	Arabic language curriculum	Amman Arab University
3.	Dr. Fatima Jaffer	English curriculum	Amman Arab University
4.	Dr. Auoda Abu Sneineh	Curriculum and Teaching Methods	Amman Arab University
5.	Prof. Imad Al-Zuhairi	Mathematics Curricula	Amman Arab University
6.	Dr. Mohamed Elmasry	Measuring and evaluating	Amman Arab University
7.	Dr. Farid Kamel Abu Zeinah	Mathematics Curricula	Amman Arab University
8.	Dr. Mufid Hawashin	Educational Psychology	Al-Ahliyya Amman University
9.	Ahmed Jamil Al-Jawaodh	Psychological school counselor	Al- Jazeera National Academy
10.	Musa Suleiman Al-Shaiban	School manager	The Pioneer Educational School
11.	Maha Samih Halsah	English Supervisor	Victoria Collage Schools
12.	Aseel Hasan Tobail	English Supervisor	Modern System Schools
13.	A. Dr. Naifeh Kitami	Educational Psychology	Amman Arab University
14.	A. Dr. Hani tawil	Educational administration	University of Jordan
15.	A. Dr. Yacoub Abu helo	Curricula and teaching methods of social workers	Amman Arab University
16.	Dr. Ahmed Kilani	Islamic education curricula	Amman Arab University
17.	Dr. Ahmed Ayasra	Science curricula	Amman Arab University
18.	Dr. Suhaila Banat	Educational and psychological guidance	Amman Arab University
19.	Dr. Salim alzboon	Educational and psychological guidance	Amman Arab University
20.	Dr. Atef Muqabla	Educational administration	Amman Arab University
21.	Dr. Abdul-Mahdi Aljarah	Education Technology	University of Jordan
22.	A. Dr. Khaled Alqudah	Education Technology	Al al-Bayt University
23.	A. Dr. Salamah yoseph Tanash	Educational administration	University of Jordan
24.	A. Dr. Amin Abu Levi	Islamic education curricula	Amman Arab University
25.	A. Dr. Amin Alkkhan	Arabic language curricula	University of Jordan

Appendix D : Interview Protocol

Focus Group Steps	Time	Notes to Facilitator	Questions- Responses should be verbal unless noted.
Introduction of the researcher Warm up	10 min	Ensure participants that researcher will not give out their contact information and their answers will be used only for the purposes of scientific research.	The researcher explain to the participant the purpose of the focus group
Availability of technological tools in the classrooms	15 min	Examples of the tools that should be provided in the classroom that participants may find helpful include data show, IWB, recorder, etc.	1. What types of technologies are available in the classroom? 2. How do you correlate the technology use with the textbook lessons in the classroom?
Technology Use in the classroom	15 min	Examples of using educational technological tools for participants to look at during the Group Activity. Examples will be used as a reference to generate ideas	3. How do you feel while using technological tools as an instructional strategy? 4. How much time do you spend on the use of technologies for educational purposes in the classroom, comparing to the administrative purposes? 5. How do you feel currently while using technologies as an educational strategy?
The challenges or the barriers that facing the teachers	15 min	Ask participants to briefly describe the challenges or the barriers that facing them, while they using this tools in order to give some context for their thoughts.	6. What are the challenges or barriers that you encounter during the use of technology in the classroom? 7. How can you eliminate or control the challenges or the barriers, if any, that you are facing?
Closing	5 min	Concluding remarks & conclude the focus group	What the important things that we did not touch on today?

Appendix D: (1) **Possible Interview Questions for Varions Stakeholders in the Study.**

   A. English Language Tachers

1. How long have you been teaching English ?

2. What are the challenges (or problems) Faced by EFL teachers in Jordan today ?

3. What are the challenges (or problems) faced by you as an English teacher?

4. What is your role in promoting English language teaching?

5. How you consider yourself as an effective English teacher?

6. If given a task to review the current curriculum, what would you like to change in the present curriculum?

7. How do you increase your skills in language teaching (ways of developing professionalism in language teaching)?

8. Describe the types of instruction you utilize in the class to facilitate the process of learning?

9. What is your main purpose in English classroom instruction?

10. How can you employ technology in teaching English?

11. How often do you use or speak students' first language (Arabic) in classroom instruction? Why?

12. Do you think that English teachers are weak in the language? why?

13. Have you taken courses on teaching English?

14. How do you perceive the cooperation between you and the school management and the English teachers?

15. What are your perceptions of an effective English language classroom?

B. English Language Students

1. What do you think of the English language?

2. What do you think of your English teacher?

3. What are some of the characteristics of a good language teacher would you like to have?

4. What do you think of your ability in using the language?

5. How do you increase your proficiency in the language?

6. Of all the skills (speaking, listening, reading and writing), what is the most important skill to learn?

7. If you were asked to make changes in language teaching, what would you change ?

8. What are the problems that you face in learning English?

9. How do you perceive the activities performed in the classroom to master the language?

10. Does your English teacher often bring any teaching aids to your classroom?

C. Ministry Officers

1. What do you think of the current English proficiency level among our students?

2. What do you think of the current English proficiency level among our teachers?

3. What are your perceptions of effective English language teachers?

4. What do you think of the current EFL teaching in schools?

5. What do you think of the current EFL teachers in schools?

6. What is the new skill teachers need to acquire in promoting English language in national   schools?

7. What changes can be made in our current curriculum to ensure effective command of the English language?

8. What are your perceptions of effective English language classrooms?

D. Parents

1. What do you think of the English language?

2. What do you think about your children's proficiency in English?

3. What do you think of the current English teachers in schools?

4. If you were asked to make changes in language teaching, what would you change?

E. English Professors in Jordan

1. What do you thinkof english language teaching in Jordan ?

2. Why do you think that English language lecturers in universities use Arabic in instruction?

3. In your opinion, why do English teachers use Arabic in the classroom? Why are English teachers weak in schools?

4. Why are English language teachers unaware of learning theories and teaching methods?

5. What do you think of the policy of education regarding teaching English in our schools?

6. What do you think of English teachers today?

7. What do you think of the training course for the English teachers?

F. School Principal

1. What are the problems that English teachers encounter in your schools?

2. What do you think of English teachers today?

3. How do you perceive the current policy of the Ministry of Education?

Appendix E: Item- Total Statistics

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q1	93.0000	116.558	.339	.823
q2	90.9429	115.612	.129	.831
q3	92.2762	120.048	-.013-	.829
q4	92.7714	120.159	-.045-	.835
q5	93.0000	119.019	.091	.827
q6	93.0000	120.308	-.036-	.829
q7	92.9714	119.490	.047	.828
q8	93.0286	118.509	.138	.826
q9	92.3714	117.640	.180	.826
q10	90.8667	109.790	.526	.815
q11	92.2095	118.783	.084	.828
q12	90.3714	114.793	.221	.826
q13	93.0095	118.125	.179	.825
q14	92.3143	118.871	.083	.827
q15	92.2476	116.496	.261	.824
q16	92.2476	118.246	.133	.826
a1	91.2571	103.770	.653	.808
a2	93.0667	126.178	-.344-	.843
a3	91.0857	103.021	.716	.805
a4	92.6667	120.186	-.033-	.831
a5	91.1429	104.931	.589	.811
a6	93.0190	120.577	-.062-	.830
a7	90.9143	104.810	.645	.809
a8	92.3143	112.102	.578	.816
a9	91.2667	112.601	.482	.818
a10	91.1810	103.630	.659	.807
a11	91.1333	102.367	.738	.804
a12	91.1714	103.028	.699	.806
a13	90.4476	120.673	-.074-	.830
a14	91.0381	106.018	.612	.810
a15	90.9048	101.125	.713	.804
a16	91.5238	116.040	.104	.833
a17	91.2571	105.770	.566	.812
a18	92.9238	119.513	.050	.828

Appendix F: Research Questionnaire (Arabic Version)

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جامعة أوتارا ماليزيا

كلية الفنون والعلوم

مدرسة التربية واللغات الحديثة

السلام عليكم ورحمة الله وبركاته

الأستاذ المشرف / الأستاذة المشرفة .... المحترم / المحترمة

تقوم الباحثة بعونه الله باجراء دراسة بعنوان "الكفايات والتحديات التي تواجه معلمي لغة الانجليزي في استخدام التقنيات التكنولوجية في التعليم في المدارس الثانوية لخص في الردن من وجهة نظر المشرفين التربويين" وذلك لاستكمال متطلبات الحصول على درجة الدكتوراه في فلسفة التربية. ونظرا لكونكم من ذوي الخبرات التربوية أكون ممتنة لكم بالاجابة عن فقرات الاستبانة, وذلك بوضع علامة أمام كل فقرة من فقرات الاستبانة, والشك في انجاح هذه الدراسة يتوقف على مشاركتكم الفعالة, علما بان جميع الاجابات لن تستخدم إلا لأغراض البحث العلمي.

وتفضلوا بقبول فائق الاحترام

المشرف	الباحثة
الاستاذ الدكتور هشام زكريا	ريم زيد خلف الدوري
رئيس اذمثلرك في جامعة اوتارا ماليزيا	طالبة دكتوراة تخصص فلسفة التربية
الاتصال: 006010166602801	جامعة اوتارا ماليزيا
hisham@uum.edu.my	الاتصال: 00962791560031
	r_queen84@yahoo.com

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المحور الأول: معلومات عامة تتعلق بالمشرف التربوي

| الجنس: ذكر ☐   أنثى ☐ | |

| المؤهل العلمي: دبلوم عالي ☐   بكالوريوس ☐   درجة أعلى ☐ | |

| سنوات الخبرة: 1 – 5 سنوات ☐   6 – 10 سنوات ☐   11 سنة فأكثر ☐ | |

المحور الثاني: توفر الأدوات التكنولوجية التعليمية

ضع علامة (√) بجانب الأجهزة التعليمية المتوفرة في المدرسة:

جهاز تلفزيون ☐	مسجل صوتي ☐	شريط سمعية ☐
عارض الشرائح ☐	كمبيوتر ☐	السبورة الذكية ☐

ما هي الأجهزة التعليمية الأخرى المتوفرة في المدرسة أذكرها/ أذكريها ؟

....

....

....

ملاحظة ضع علامة (√) أمام كل فقرة أو بند في المربع الذي يتناسب مع رأيك واتجاهك

الموافق بشدة	الموافق	محايد	لا الموافق	لا الموافق بشدة
5	4	3	2	1

المحور الثالث استخدام المعلم للوسائل والتقنيات التعليمية في الصف.

5	4	3	2	1	العبـــــارة	ت
					درجة/المستوى	
					يستعمل المعلم التقنيات التعليمية بشكل مستمر في الصف	1.
					يختلف استخدام المعلم للتقنيات التعليمية بحسب مستوى اهم التعليمي	2.
					يجيد المعلم استخدام التقنيات التعليمية الحديثة من كمبيوتر وغيرها	3.
					يوظف المعلم التقنيات التعليمية الحديثة في الصف بشكل يحقق أهداف السلوكية للدرس	4.
					يستخدم المعلم التقنيات التعليمية في الوقت والمكان المناسبين	5.
					يعمد المعلم في تقنية تعليمية واحدة طوال الفصل ويؤدي الى الملل من الوسيلة والمادة والمعلم	6.
					يلقى المعلم دور التدريبي في كيفية استخدام التقنيات التعليمية	7.
					يوفر فرص الاختيار لحل الانشطة المناسب بقدرة الطلبة وميولهم.	8.
					يشجع المعلم على استخدام التقنيات التعليمية في الموقف التعليمي.	9.
					التقنيات التعليمية المستخدمة مناسبة لخصائص نمو الطالب	10.
					يراعي الفروق الفردي للطلبة عند اختيار التقنيات التعليمية.	11.
					تزيد التقنيات التعليمية في قدرة الطالب اذ في اثناء استيعاب الدرس الوصول للطالب حقائق والمفاهيم واكساب المهارات والاتجاهات المطلوبة	12.
					يوظف المعلم تكنولوجيا المعلومات والاتصالات المناسبة حسب الموقف التعليمي.	13.
					يستخدم التقنيات التعليمية استخداماً مناسباً يزيد من فاعلية التدريس.	14.
					يعي المعلم ان الاستخدام المناسب لتقنيات التعليمية يترك لدى المتعلم الاثر لبعض أجهزة.	15.
					يختار التقنيات التعليمية المناسبة لأهداف الدرس.	16.

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المحور الرابع للصعوبات التي تواجه المعلمين في استخدام الوسائل وتقنيات التعليمية.

الدرجة/المستوى					العبـــــــارة	ت
5	4	3	2	1		
					تتوفر المواد اللازمة من إنتاج الوسيلة والبرامج التعليمية بالمادة داخل المدرسة	1.
					صيانة التقنيات التعليمية الموجودة داخل المدرسة بصورة دورية	2.
					توفر خطة لاستخدام الوسائط التعليمية خلال الفصل الدراسي	3.
					توفر الدورات التأهيلية والتدريبية التي تعرف المعلم على أهم التقنيات التعليمية الحديثة وكيفية استخدامها	4.
					توفر ميزانية خاصة بالوسائط التعليمية في المدرسة	5.
					الغرف الصفية مجهزة في استخدام التقنيات التعليمية الحديثة من كمبيوتر وشاشات عرض وغيرها	6.
					تقبل الطلاب للتقنيات التعليمية الحديثة في الدرس	7.
					القيام بالإطلاع بالفعاليات عن حو استخدام الوسائط التعليمية	8.
					قدرة المعلمين على استخدام التقنيات التعليمية	9.
					وقت الحصة يمكن من استخدام التقنيات التعليمية الحديثة	10.
					توفر الدعم المالي لاستخدام التقنيات التعليمية داخل المدرسة	11.
					تنظيم فعاليات التقنيات التعليمية في المدرسة بطريقة مناسبة	12.
					توفر جدول زمني لاستعمال التقنيات التعليمية	13.
					معرفة المعلم بالتقنيات التعليمية المتوفرة داخل المدرسة	14.
					توفر التقنيات التعليمية عنصر للجذب والتشويق	15.
					كثرة الأعباء التي يقوم بها المعلم عدا التدريس تضعف من استخدام التقنيات التعليمية	16.
					توفر التقنيات التعليمية التي تغطي موضوع ات الانشغي في غالب الأحيان	17.
					قلة عدد التقنيات التعليمية داخل المدرسة بالمقارنة مع عدد الطلاب الذين يستخدمونها	18.

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Appendix F (1) Interview Questions (Arabic Version)

معلمو لغة الانجليزية

1. في ذمتى وقت تدرس اللغة الإنجليزية؟

2. ما هي التحديات)أوالمشاكل(التي يواجهها معلمي اللغة الإنجليزية في الأردن اليوم؟

3. ما هي التحديات)أوالمشاكل(التي تواجهها كمدرس للغة الإنجليزية؟

4. ما هو ورك فيتيك عزيزي على تعلم اللغة الإنجليزية؟

5. كيف تعبر فينسك مدرس فعال للغة الإنجليزية ؟

6. إذا ما أعطيت مهمة إعادة النظر في الظروف الحالية, ما الذي ترغب في تغييره في منهج الدراسي الحالي؟

7. كيف يمكنك زيادة متطلبات ترتيب في تدريس اللغة)سبل تطوير الكفاءة المتبعة في تدريس اللغة)؟

8. وصف أنواع من الطرق التي يمكن تطبيقها عليك في عملية التعليم؟

9. من وجهة نظرك ما هو الهدف الأساسي من تعليم اللغة الإنجليزية ؟

10. كيف يمكنك توظيف التكنولوجيا في تعليم اللغة الإنجليزية؟

11. كيف يوظف المعلم اللغة الأم)العربية(في تدريس اللغة الإنجليزية في الصف وف الدراسية؟ ولماذا؟

12. هل تعتقد ان مدرسي اللغة الإنجليزي هم ضعفاء في اللغة؟ ولماذا؟

13. هل صلت على دورات تدريس اللغة الإنجليزية؟

14. كيف تنظر إلى التعاون بينك وبين إدارة المدرسة ومعلمي اللغة الإنجليزية؟

15. ما هي تصوراتك حول اللغة الإنجليزية الفعالة في الفصول الدراسية ؟

طالب لغة الانجليزية

1. ما رأيك في اللغة الإنجليزية؟

2. ما رأيك في معلم اللغة الإنجليزية؟

3. ما هي بعض الصعوبات التي تمنعك من تعلم اللغة و كيف تريد أن تكون؟

4. ما رأيك في قدرتك في استخدام اللغة؟

5. كيف يمكنك زيادة مهاراتك وكفاءة في اللغة؟

6 حسب رأيك اي مهارات اللغة الانجليزية تعد الأهم: (التحدث والاستماع القراءة والكتابة)؟

7 لو طلب منك أن إجراء تغيير في تدريس اللغة, ما في شأن تغيير؟

8. ما هي المشاكل التي تواجه من هي معلم اللغة الانجليزية؟

9. كيف تنظرون إلى الأنشطة التي تؤدي في الفصول الدراسية التي تقال اللغة؟

10 لهي جلب معلم اللغة الانجليزية اية ترقية علي في القصف ؟

Appendix G: Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.137[a]	.019	-.010	.24781

a. Predictors: (Constant), experie, qualif, gender

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.119	3	.040	.645	.588[a]
	Residual	6.202	101	.061		
	Total	6.321	104			

a. Predictors: (Constant), experie, qualif, gender

b. Dependent Variable: Use

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.363	.173		13.645	.000
	gender	-.038	.052	-.076	-.745	.458
	qualif	-.001	.033	-.002	-.021	.983
	experie	.040	.039	.104	1.035	.303

a. Dependent Variable: Use

Appendix H: One Sample T-Test (USE)

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Use	105	2.4060	.24654	.02406

One-Sample Test

	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Use	-24.691	104	.000	-.59405	-.6418	-.5463

Appendix I: One Sample T-Test (CHALLENGE)

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
challenge	105	3.1222	.52289	.05103

One-Sample Test

	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
challenge	2.395	104	.018	.12222	.0210	.2234

Appendix J: Independent Sample T-Test (Gender and Use)

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
Use	1	40	2.4344	.21741	.03438
	2	65	2.3885	.26297	.03262

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
Use	Equal variances assumed	1.167	.283	.926	103	.357	.04591	.04958	-.05241	.14424
	Equal variances not assumed			.969	94.273	.335	.04591	.04739	-.04817	.14000

Appendix K: Independent Sample T-Test (Gender and Challenge)

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
challenge	1	40	3.1583	.52502	.08301
	2	65	3.1000	.52440	.06504

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
challenge	Equal variances assumed	.027	.870	.553	103	.581	.05833	.10543	-.15076	.26743
	Equal variances not assumed			.553	82.612	.582	.05833	.10546	-.15144	.26811

Appendix L: ANOVA (USE)

ANOVA

Use

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.002	2	.001	.019	.981
Within Groups	6.319	102	.062		
Total	6.321	104			

ANOVA

Use

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.103	2	.051	.843	.434
Within Groups	6.219	102	.061		
Total	6.321	104			

Appendix M: ANOVA (CHALLENGE)

ANOVA

challenge

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.076	2	.038	.136	.873
Within Groups	28.359	102	.278		
Total	28.435	104			

ANOVA

challenge

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.519	2	.260	.949	.391
Within Groups	27.915	102	.274		
Total	28.435	104			

Appendix N: Approval Letter From Ministry of Education In Jordan to Conduct The Study in The Jordanian Private Schools.

بسم الله الرحمن الرحيم

وزارة التربية والتعليم

الرقـــم ١١٠/٣ ١٦١٦٤
التاريخ ١١ جمادى الثاني ١٤٣٦
الموافق ٢٠١٥/٠٤/٠١

السيـــــــد مديـــــــر إدارة التعليـــــــم الخـــــــاص
السيـــــــد مديـــــــر إدارة مركز التدريب التربـــــوي
السيـــــــد مديـــــــر إدارة المناهج والكتب المدرسيـــــة
السيد مدير إدارة مركز الملكة رانيا العبد الله لتكنولوجيا التعليم والمعلومات

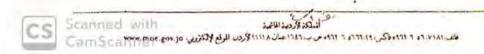الموضوع: البحث التربوي

السلام عليكم ورحمة الله وبركاته، وبعد؛

فأرجو إعلامكم بأن الطالبة ريم زيد خلف تقوم بإجراء دراسة عنوانها "التحديات التّي تواجه مستخدمي التقنيات التكنولوجية التربوية في تعلم وتعليم اللغة الإنجليزية في المدارس الخاصة في الأردن: دراسة حالة من وجهة نظر المشرفين التّربويين "، استكمالاً لمتطلبات الحـــصول على درجة الدكتوراه تخصص فلسفة التربية من جامعة أوتار ماليزيا، ويحتـــاج ذلـــك إلـــى الحصول على معلومات وبيانات وإجراء مقابلة على عينة من الموظفين التابعين لإدارتكـــم، وتوزيع استبانة على عينة من مشرفي اللغة الإنجليزية وإجراء مقابلات علــــى عينـــة مـــن: مديري المدارس ومعلمي اللغة الإنجليزية والطلبة وأولياء أمورهم في المـــدارس الخاصـــة التابعة لإدارتكم.

يرجى تسهيل مهمة الطالبة المذكورة وتقديم المساعدة الممكنة لـها، علــــى أن يـــتم مطابقـــة الأدوات المرفقة مع الأدوات المطبقة.
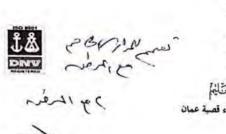
واقبلوا الاحترام

وزير التربية والتعليم

نسخة/ لمدير إدارة التخطيط والبحث التربوي
نسخة/ لمدير البحث والتطوير التربوي بالوكالة
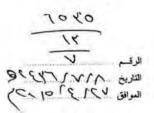نسخة/ لرئيس قسم البحث التربوي
نسخة/ الملف ١٠/٣
المرفقات : (١٤) صفحة

Appendix O: Approval Letter From Amman Education Directorate to Conduct The Study in The Jordanian Private Schools.

بسم الله الرحمن الرحيم

وزارة التربية والتعليم
مديرية التربية والتعليم للواء قصبة عمان

الرقـم ....
التاريخ ....
المرافق ....

مديري ومديرات المدارس الخاصة

الموضوع /البحث التربوي

السـلام عليكم ورحمـة الله وبركاتـه

إشارة لكتاب معالي وزير التربية والتعليم رقم ١٦١٦٤/١٠/٣ تاريخ ٢٠١٥/٤/١ م.
تقوم الطالبة ريم زيد خلف بإجراء دراسة عنوانها:
" التحديات التي تواجه مستخدمي التقنيات التكنولوجية التربوية في تعلم وتعليم اللغة الانجليزية في المدارس الخاصة في الأردن: دراسة حالة من وجهة نظر المشرفين التربويين "
وذلك استكمالاً لمتطلبات الحصول على درجة الدكتوراة تخصص فلسفة التربية من جامعة أوتار ماليزيا
الأمر الذي يحتاج إلى توزيع استبانة على عينة من مشرفي اللغة الانجليزية وإجراء مقابلات مع عينة
من مديري المدارس ومديراتها ومعلمي اللغة الانجليزية والطلبة وأولياء أمورهم.

أملاً تسهيل مهمة الطالبة المذكورة وتقديم المساعدة الممكنة لها، على أن يتم مطابقة الاستبانة المرفقة مع الاستبانة المطبقة.

و تفضلوا بقبول الاحترام

مدير التربيـــة والتعليم

د. ر ....
مدير الشؤون التعليمية والفنية

- نسخة : مدير الشؤون التعليمية والفنية .
- نسخة : ر.ق التدريب والتأهيل والإشراف التربوي .
- نسخة : عضو قسـم الإشـــراف .
المرفقات: الاستبانة ٤ صفحات

تلفون :(٦ – ٥٦٩٩١٨١ -٠٦)   فاكس : (٠٦-٥٦٩٩٥٨٠)   ص.ب : (٥٧٩ اللويبدة)

المملكة الأردنية الهاشمية
هاتف:٠٦.٧١٨١ ٦ ٩٦٢+فاكس.١٩.٥٦٦٦ ٦ ٩٦٢+ص.ب.١٦٤٦ عمان ١١١١٨ الأردن، الموقع إلكتروني www.moe.gov.jo

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Appendix P: Approval Letter From Private Education Directorate In Amman to Conduct The Study in The Jordanian Private Schools.

بسم الله الرحمن الرحيم

وزارة التربية والتعليم

الرقــم : ح ١ / ٢٢٧ح

التاريخ :

الموافق : ١ / ٤ / ٢٠١٥ م

مديرو ومديرات المدارس الخاصة

الموضوع :   تسهيل مهمة

السلام عليكم ورحمة الله وبركاته، وبعد؛

أرجو تسهيل مهمة طالبة الدكتوراه "ريم زيد خلف الدوري" من طلبة كلية العلوم والفنون في جامعة أوتار ماليزيا، بإجراء زيارة لمدرستكم حيث أنها تقوم بإعداد دراسة بعنوان : "التحديات التي تواجه مستخدمي التقنيات التكنولوجية التربوية في تعلم وتعليم اللغة الانجليزية في المدارس الخاصة في الأردن : دراسة حالة من وجهة نظر المشرفين التربويين" حيث أن الباحثة ستقوم بإجراء مقابلة مع مدير المدرسة و عينة من معلمي اللغة الانجليزية وتوزيع استبانة على مشرفي اللغة الانجليزية.

واقبلوا الاحترام

وزير التربية والتعليم

الدكتـور الوليد المعايطة
مدير إدارة التعليم الخاص

المملكة الأردنية الهاشمية
هاتف ٠٦.٧١٨١ ٦ ،٠٩٦٢ فاكس ٦٦٦.١٩.٦ ،٠٦٢ ص.ب ١٦٤٦ عمان ١١١١٨ الأردن، الموقع الإلكتروني www.moe.gov.jo

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