



The Importance of Using ICT to Develop EFL Learners

"A Case Study: English language instructor at Saudi Universities, KSA (2025)"

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Abstract

The research aim was to ask the question concerning the importance of incorporating the Information and Communication Technology (ICT) in the teaching of translation in English as a Foreign Language (EFL) classes in Saudi higher education institutions with respect to the practice of English teachers. The study took a descriptive method of analysis where a sample of 25 English language teachers in different universities in Saudi was used. It was done by using questionnaires and interviews and then analyzed statistically through SPSS software. The results showed that ICT assimilation improves student motivation, translation accuracy, and teamwork. Nevertheless, there are still some challenges, especially in access to technology, insufficient training, and time. The research suggests ongoing professional growth, enhancement of digital infrastructure, and the incremental introduction of ICT tools to the field of EFL translation education in Saudi universities in order to improve the quality of the latter.

Keywords: ICT, EFL, Translation, Motivation, Saudi Universities, Language Teaching.

1. Introduction

1.1 Background of the Study

The advancement of technology has significantly transformed contemporary education, particularly in the areas of language learning and teaching. In the context of English as a Foreign Language (EFL), there has been a considerable transformation of Information and Communication Technology (ICT) that has not only developed in terms of its simplistic tools like radios and televisions but also in its sophisticated tools, such as online platforms, learning management systems (LMS), and computer-assisted translation (CAT) software. Such assimilation of ICT helps to access original content, encourages practical dialogue, and enhances the learning experience by the interactive multimedia.[1]

The history of language learning technologies started with using Computer-Assisted Language Learning (CALL) in the 1980s, whose main emphasis was on grammar and vocabulary exercises. Later on, the introduction of the internet and digital communication triggered the development of Technology-Enhanced Language Learning (TELL) that expanded the area of CALL to encompass web-based activities and collaborative learning. Technology, therefore, is not an auxiliary tool anymore and has become a central part of modern pedagogy that essentially influences the acquisition and application of linguistic knowledge [2].

1.2 Statement of the Problem

Even though the advantages of ICT in education are generally well known, its successful application in the learning environment of EFL translating classes is still not unanimous. Many instructors are still basing their teachings on the traditional learning techniques mainly because they are still faced with the same problems of weak training programs, lack of access to technology, and non-supportive institutions. This dependency typically eliminates the ability of the students to fully exploit interactive and technology-based learning facilities that may significantly improve the level of accuracy and motivation in translation [3].

1.3 Objectives of the Study

This study aims to:

English language teachers should be encouraged to promote the use of ICT tools in teaching translation.

Increase the motivation and interest of EFL students by introducing ICT-based strategies of learning.

Determine and discuss the benefits and issues of using ICT in teaching translation.

1.4 Research Questions

The questions that this research aims to address are as follows:

What and how do English language teachers use ICT in teaching translation?

What are the perceived advantages of the use of ICT in EFL programs?

Which psychological and pedagogical variables are associated with the adoption of ICT in the EFL classrooms?

2. Literature Review

2.1 Overview of ICT in Education

ICTs have transformed teaching and learning paradigms in the world through the provision of novel means of teaching and learning. ICT in language education has an immense beneficial influence on facilitating communication, encouraging creativity, and granting unmatched access to original resources, which makes the learning process more interactive and learner-focused [4]. It has been found that ICT enhances efficiency in teaching, assists in skill building, and closes the teaching-practical divide [5]. Moreover, ICT transforms students into active participants in the learning process rather than passive receivers of knowledge [6].

2.2 ICT and EFL Learning

ICT provides learners with a chance to engage in real communication, enhances motivation, and develops critical thinking in the EFL environment. Research has always shown that multimedia technologies, i.e., videos, podcasts, and web-based platforms, are very effective in improving the linguistic competence of the learners and in promoting autonomous learning [7, 8]. Call and Tell setting can be used to foster collaboration, problem-solving, and creativity, whereas online resources provide instant feedback and an introduction to the variety of authentic language materials [9, 10].

Additionally, technology-based learning is also compatible with constructivist views of language acquisition, where students engage in the active construction of knowledge by playing around with language and communicating and reflecting about it [11]. ICT is a mind tool that facilitates higher-order thinking, which allows the learners to relate language knowledge to the real world [12].

2.3 Translational Education using ICT.

ICT integration is also of great importance in the education of translators through the implementation of the Computer-Assisted Translation (CAT) tools, online dictionaries, glossaries, and Learning Management Systems. These resources are essential for enhancing the accuracy and consistency of translations, which in turn improves classroom practices to meet

contemporary industry standards. The studies emphasize the fact that the strategic use of ICT tools can aid language competency and technical aptitude in translation to a great extent [13]. Nevertheless, the successful implementation of ICT cannot take place without difficulties. Researchers emphasize that the successful implementation of ICT depends on the confidence of the teachers, extensive training, and adequate institutional support [14, 15]. ICT in such situations is usually underutilized in environments with underdeveloped infrastructure or inadequate preparation for the technology. This therefore requires committed resources, responsive pedagogical strategies, and continuous professional development efforts to achieve sustainable implementation.

2.4 Summary

ICT can be proven to stimulate motivation, promote teamwork, and increase efficiency in the EFL classrooms. However, it is also essential that the attitudes of instructors, access to technological resources, and offering proper training be critically important in facilitating its successful incorporation into the translation education. An observable necessity of more research that would explore the best approaches in ICT use in the Saudi universities with a view of promoting the pedagogy of translation and eventually enhancing the learning outcomes can be identified.

3. Research Methodology

Research Design

This research design is an analytical research design that is descriptive in nature, as it aims to conduct a systematic exploration of the perception and practices of instructors in relation to ICT integration in classrooms involving translation.

3.1 Population and Sample

The research population consisted of 25 English-language teachers representing different universities in Saudi Arabia. Participants were chosen as a mix of teaching experiences in both translation and language teaching in general.

3.2 Data Collection Instruments Instrument(s):

The primary method for data collection involved a questionnaire with 14 items, utilizing a five-point Likert scale, and semi-structured interviews were conducted to supplement the data gathered from the questionnaire. SPSS software was used to carry out the statistical analysis of the quantitative data obtained from the questionnaire.

3.3 Data Analysis

The quantitative data gathered via the questionnaires were processed with the help of the descriptive statistics (e.g., frequencies, percentages, means, and standard deviations). Thematic coding of qualitative data from the semi-structured interviews revealed recurring patterns and important insights regarding the integration of translation education with ICT.

ANALYSIS AND DISCUSSION OF DATA

4.0 Introduction

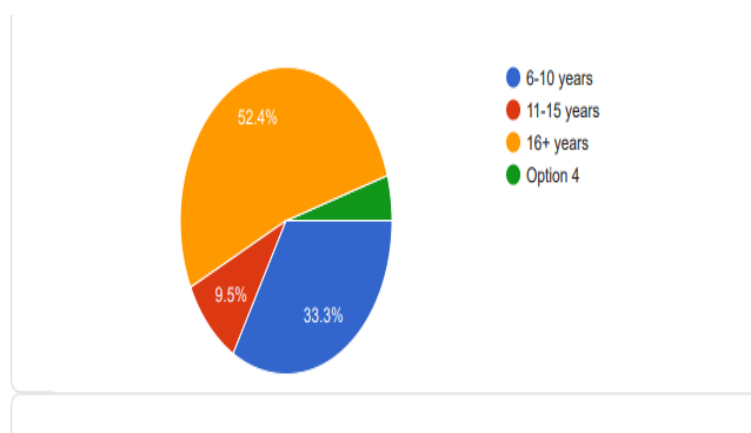
This chapter analyzes the effectiveness of Information and Communication Technologies (ICT) in translation practices based on a questionnaire completed by English language instructors.

4.1 Content Analysis of the (ICT) in translation practices

4.1.1. The analysis of the questionnaire

This data has been collected through the questionnaire that was distributed to 25 English language instructors. The researcher received 21 of them, collected and analyzed

Section 1: Information about the Respondent Profile's Background



The respondents to this research belong to the Departments of English Language Skills and Languages and Translation at the Saudi universities, which creates the best environment to study the integration of ICT in translation education .

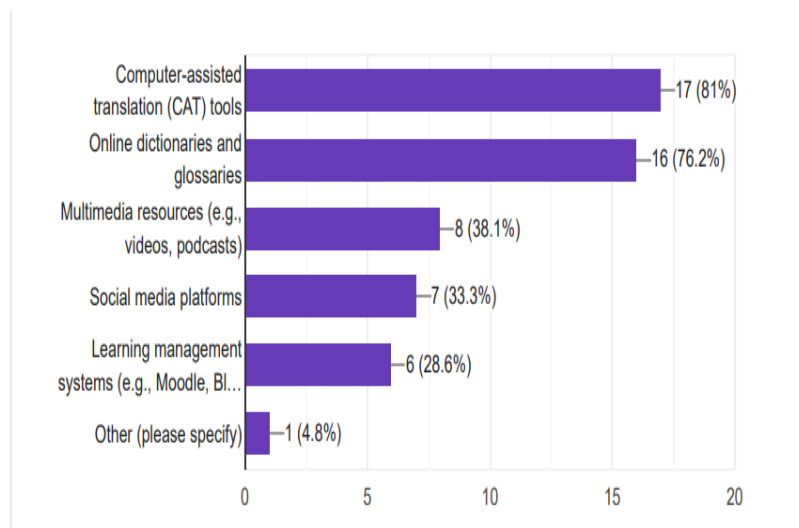
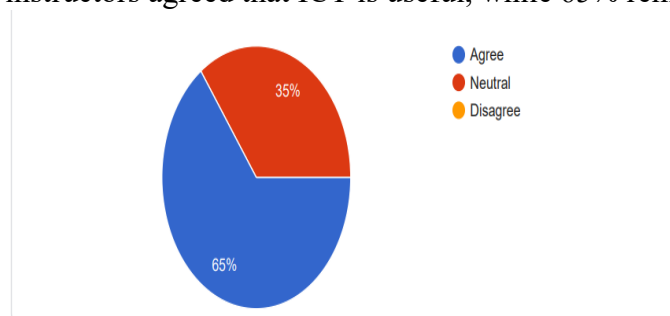
Most of the respondents (52.4%) have been teaching between 6 and 10 years, meaning that there is a strong understanding of the traditional and technology-based pedagogical methods. Individuals aged 11–15 and over 16 can also significantly relate to the changes in translation education and the use of technology in teaching.

Section 2: How to Use ICT to Teach Translation

In this section, we discuss how and why ICT technologies should be employed in translation education.

Incorporation of ICT Tools

35% of instructors agreed that ICT is useful, while 65% remained neutral.



1. Learning Management Systems (LMS):

81% of respondents indicated that they use LMS platforms for managing tests, assignments, and course materials, while 19% did not use them. This illustrates the significance of these tools in organizing translation teaching.

2. Computer-Assisted Translation (CAT) tools:

76.2% of participants used CAT solutions (SDL Trados or memoQ), while 23.8% did not. This popularity indicates the significance of such tools in promoting the accuracy and efficiency of translation to assure that the teaching techniques are in line with those in the industry and equip the students to meet the challenges of real-life translation.

Online dictionaries and glossaries :

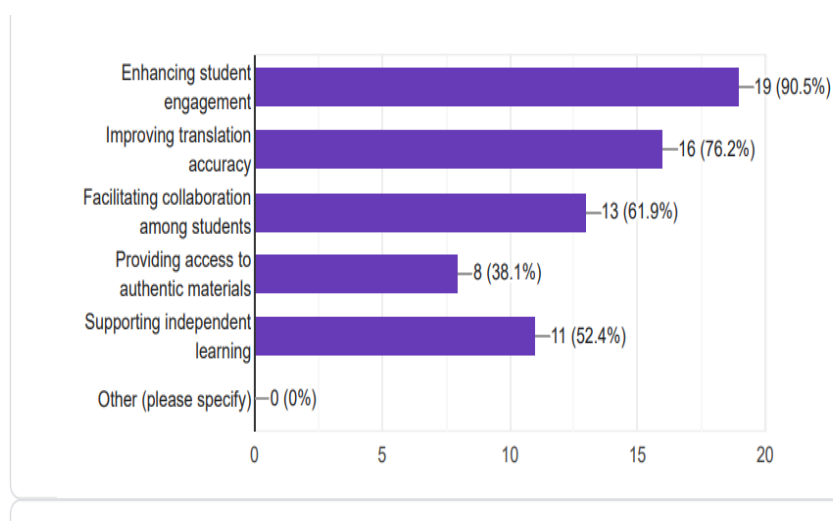
A total of 76.2 percent of participants stated that they used online dictionaries and glossaries, and 23.8 percent of participants said that they did not use them. This reiterates the fact that adequate language materials are essential in cases of proper translation. The educators use these tools in the classes to assist students to increase their vocabulary and enhance their language levels, as it is a crucial aspect of learning.

4. Multimedia Tools :

Only 38.1% of respondents used videos and podcasts in lessons, while 61.9% did not. Such low use implies that learners of translation might be attracted to text-based old-fashioned materials. Nevertheless, it is also a chance for innovation. The use of multimedia would add contextual knowledge and improve the interest of the students, making their learning process more enjoyable and interactive. With the help of these resources, teachers will be able to enhance their lessons and address the needs of all students in a better way.

The results of the poll suggest that 35% of the individuals who answered agree that ICT is advantageous in their teaching, while 65% are neutral. This indicates that individuals are aware of the potential benefits of ICT, yet it also suggests the possibility of its wider use. The neutral answers probably suggest that some instructors recognize the usefulness of ICT, but they sometimes avoid using it in their classrooms or are unsure how to use it best in their teaching.

Part 3: Purposes of ICT Use:



1. Enhancing Student Engagement:

An impressive 90.5% of respondents stated that the primary purpose of ICT is to increase student activity. This perspective emphasizes how crucial it is to make learning more interactive and focused on the pupils. In translation education, it's critical to be actively involved with the material. ICT tools may make this connection much better, leading to a more immersive learning experience.

2. Improving Translation Accuracy:

A large 76.2% of teachers use ICT tools to make translations more precise. Such tools provide students with more materials and chances to obtain feedback, and even special software is used, such as CAT tools that help learners to perfect their translations. Teachers can employ technology to help their students generate translations that are more precise and valuable.

3. Facilitating Collaboration Among Students:

61.9% of the people who answered said that ICT has the ability to work together. It's apparent that these technologies make it easy to share materials and work on translation projects together. In today's environment, where translation often entails working together, ICT makes it easier for students to provide and obtain feedback from each other. This helps them learn from each other and develop better at working as a team.

4. Supporting Independent Learning

More than one-half (52.4) of the teachers understand the importance of utilizing ICT to help students learn independently. Providing children with the means and resources required to study independently is important so that they also learn such essential skills as translation. Online tools and courses allow students to learn at their own pace. This benefits individuals by making them more independent and confident in themselves.

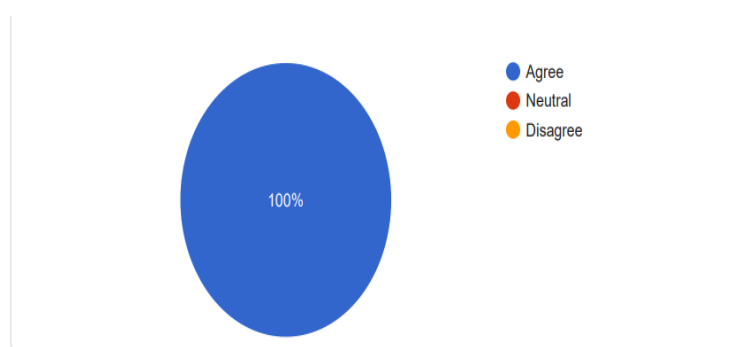
5. Providing Access to Authentic Materials

Those who responded that they use ICT to access real materials were 38.1 percent. This implies that it can be improved significantly. You must use authentic texts and media in order to teach translation correctly. Nevertheless, fewer than fifty percent of teachers are taking advantage of technology to make this access available to students. Implementation of ICT to enhance the inclusion of real-life resources may help make the curriculum significantly more effective and empower the students to prepare for the problems of translation in the real world.

ICT has many key uses in translation teaching. A large 90.5% of teachers think that ICT is advantageous for getting students more interested, while 76.2% of teachers utilize it to make translations more accurate. 61.9% of respondents also think that working together is vital, and they see how ICT may help people do that. Furthermore, 52.4% support self-directed learning through self-directed resources. But only 38.1% of students use ICT to access materials from the actual world. This demonstrates that there is opportunity for development that could improve the curriculum and assist students in getting ready for translation challenges in the real world.

Part 4: Effectiveness of ICT in Translation

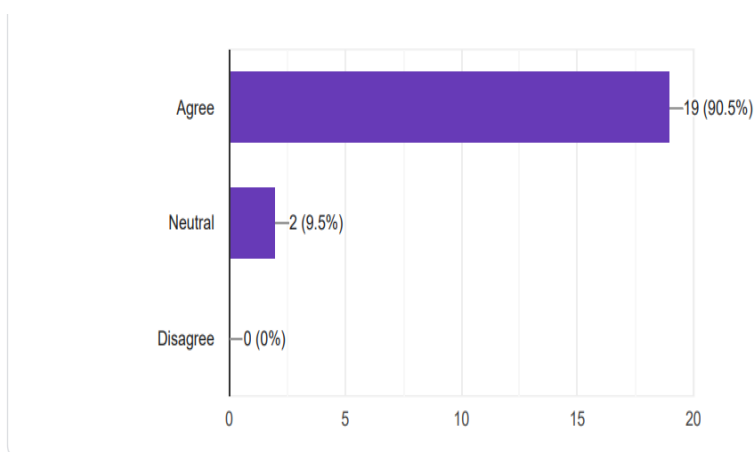
This section examines respondents' perceptions regarding ICT's capacity to enhance translation education.



1. Effectiveness in Improving Students' Translation Skills:

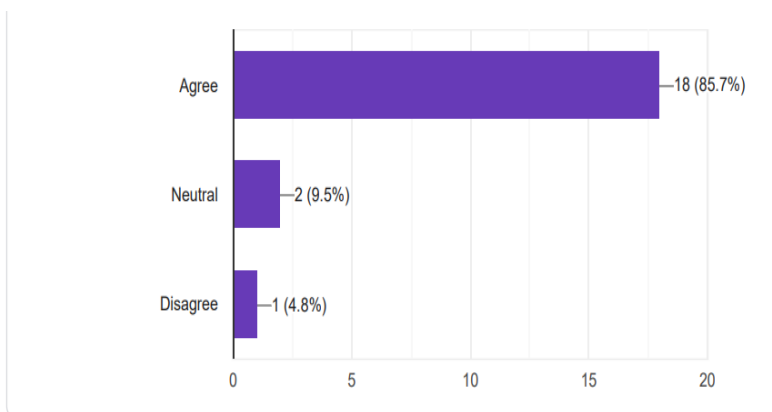
Everyone who answered the question agrees that ICT is very beneficial for helping students become better at translating. This uniform agreement illustrates that everyone thinks that technology can improve things by helping people learn vital translation skills. It also demonstrates everyone's dedication to utilizing ICT in the classroom.

2. Impact on Students' Motivation:



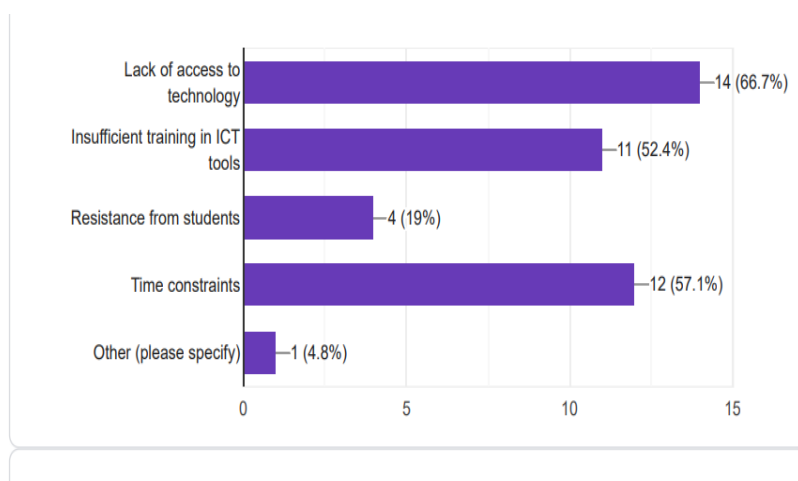
90.5% Agree: A significant portion of the survey respondents hold the belief that ICT applications in the classroom can effectively motivate students. ICT tools mostly are interactive and student-centered, and this keeps them engaged and interested. This makes students more focused on their studies. This interest can help turn the entire learning process into a game.

3. Effectiveness in Improving Collaborative Skills:



90.5 percent of Agree: Cooperation is an important aspect of translation work, and the application of ICT tools such as common translation memory systems and collaborative platforms can teach students how to communicate and work with each other. This connection with the real-world processes prepares the students for the extent to which translation industry collaborates.

4. Challenges in Integrating ICT:



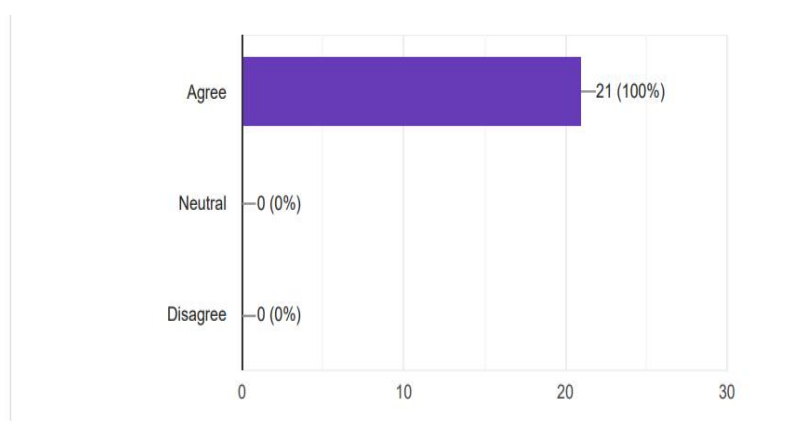
Lack of Access to Technology (85.7%): The most significant issue is that many individuals lack access to technology (85.7%). Without the infrastructure, teachers are not in a position to utilize the full ICT in the classroom, and this implies that children are not in a position to realize all the benefits.

2. Lack of Training (52.4%): The problem with this is that many educators are not ready to implement such tools in their teaching because they do not have the technical skills to do so, despite there possibly being resources available. This means that educators must be under continuous professional development to enable them to excel in an effort to apply technology in the classroom.

Resistance among Students (52.4%): There are those students who will not be willing to use ICT tools due to the fact that they are not familiar with using them or they prefer their normal way of doing things. This shows the importance of the role played by professors in assisting students to switch by ensuring that they understand how these tools work and their benefits.

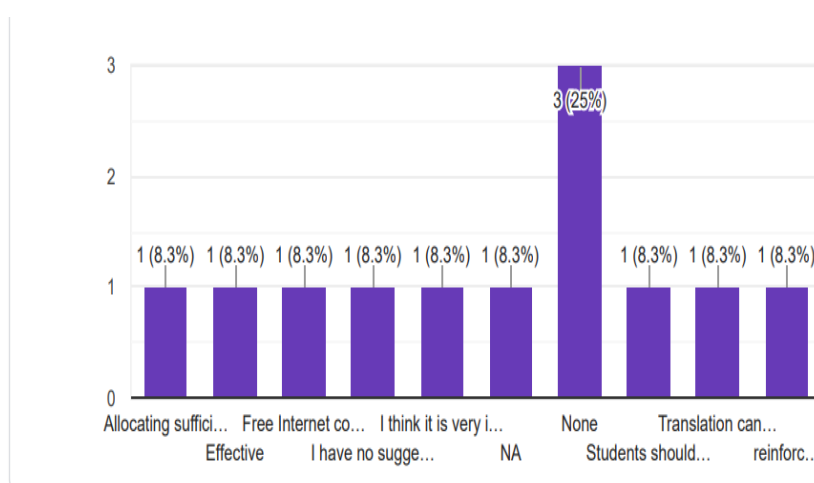
Time Constraints (57.1%):

Preparation and educating students on the use of ICT in the classroom is time-consuming. Teachers must strike a balance between these requirements and their other professional life, and hence it is important to find viable ways of incorporating technology in the classroom. The outcomes indicate that 90.5 percent of the teachers believe that ICT can be used to make



students more interested, 76.2 percent think that it can be used to help with the accuracy of translations, and 61.9 percent believe that it can be used to help with collaboration. However, such issues as the unavailability of technology (85.7%), the lack of sufficient training (52.4%), the unwillingness of kids to study (52.4%), and insufficient time (57.1%) remain. These issues should be addressed in order to ensure that ICT can fully support translation education .

Part 5: Additional Comments



The comments area that lacked a limit allowed people to enter useful information: Respondents provided useful information in the open-ended comments section.

Setting Adequate Time for ICT Integration:

Most individuals will tell you that to have ICT integration run smoothly, you must plan and utilize the resources that you have. You should find time to ensure that teachers and students can use these technologies to their fullest.

Effective Training: Teachers should be provided with professional development programs in which they are taught how to apply ICT technologies in their classes. In a classroom, you must continue training to get the most out of technology.

Free Internet Access: Many individuals reported that having an inexpensive and reliable internet connection was important. It is important to ensure that the teachers and students can access the ICT tools so that no one feels excluded in the classroom.

The open-ended comments can be useful in hinting at the way the ICT can be better utilized in schools. Respondents who responded to the questionnaire indicated that the instructors and students can gain maximum benefits out of technology provided they plan well and allocate time to get things done. They also requested that they continue to develop professionally so that the instructors can be taught how to utilize ICT tools in the right way. In addition, it was believed that a good and affordable internet connection was significant in making the classroom a friendly environment whereby everyone would access ICT tools.

Conclusion, Findings, and Recommendations

Conclusion

The research indicates that the majority of English language educators concur that Information and Communication Technology (ICT) is an effective means to enhance translation teaching. Students become more engaged, translations become more accurate, and they learn to collaborate. But numerous challenges prevent ICT from reaching its full potential, such as limited access to technology and insufficient instructor training. Dealing with these challenges is vital to improving the learning experience and ensuring that students are ready for the demands of the translation industry.

Findings

The data analysis of the information gathered through the questionnaire used on the teachers reveals that there are significant discrepancies in the inclusion of Information and Communication Technology (ICT) in the translation courses of English language teaching instructors at Saudi universities. This conclusion answers the first research question and contributes to the idea that the way educators use ICT is different.

Moreover, findings indicate that although a high 90.5 percent of the respondents replied that ICT makes students more interested, only 38.1 percent use it to access real materials. This difference responds to the second research question and would confirm the idea that the current curriculum does not take advantage of ICT to provide the pupils with the actual resources they need .

The analysis also indicates that 85.7 percent of the respondents who responded indicated that lack of sufficient access to technology is one of the most significant barriers to successful integration of ICT. This conclusion answers the third research question and confirms the idea that the lack of technology is the problem of inefficient use of ICT in education .

In summary, the hypothesis presented in this paper is supported by the questionnaire results, which indicate that the inconsistency in ICT implementation among teachers, the lack of a curriculum addressing students' needs for access to authentic resources, and the ineffective application of ICT in translation education are largely influenced by insufficient access to technology.

Recommendations

Based on the results that highlight the significant benefits of Information and Communication Technology (ICT) in enhancing student engagement, motivation, and translation accuracy in learning English as a Foreign Language (EFL), the following recommendations are provided to address existing challenges and facilitate more effective ICT integration:

Infrastructure Development: Universities must also focus on significant investment in effective ICT infrastructure, which will provide stable internet connections and access to modern electronic tools and resources. This support is very essential to the smooth integration of technology.

Continuous Professional Development: Have extensive and permanent professional development programs for English language teachers. These programs are supposed to be concentrated on the pedagogic patterns of effective integration of ICT in teaching translation, introduction to different digital resources (such as CAT software), and development of digital competencies to meet the changing curricular goals.

Gradual Distribution of ICT Tools: Push towards a gradual and carefully planned introduction of the new ICT tools into the curriculum. This flexible method allows instructors and students time to adapt, prevents disruption, and ensures the smooth implementation of technology-enhanced learning environments.

Improving Learning Processes: Promote the creative application of ICT to offer real-life content in teaching translation, as well as to facilitate teamwork and independent research. This involves the use of online media to communicate with the real world, peer review, and self-directed practice, which enhances the general learning process.

These suggestions are expected to build an environment of support and energy in learning and teaching that would enable the full potential of ICT to enhance EFL translation pedagogy and student achievement in Saudi universities.

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