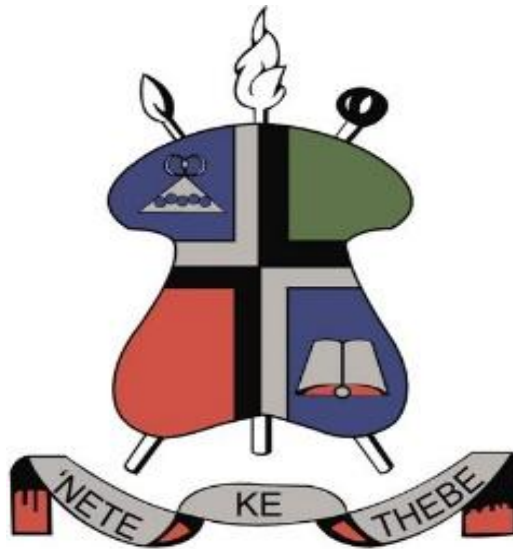


***Exploring the integration of Information and Communication
Technology for Education (ICTE) to improve learners’
listening skills in the teaching and learning of French in one
secondary school in Lesotho***



BY

MOEKETSI PETROSE RAPULENG (201904470)

**A Dissertation submitted in fulfilment of the requirements for the degree of Master of Arts
in Education (French Language Education)**

in the Department of Language and Social Education, Faculty of Education

at the

National University of Lesotho

Supervisor: Associate Professor Makhulu Makumane

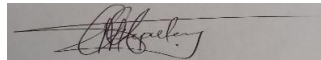
July, 2025

DECLARATION

I, **Moeketsi Rapuleng**, declare that:

1. The dissertation “*Exploring the integration of Information and Communication Technology for Education (ICTE) to improve learners’ listening skills in the teaching and learning of French as a Foreign Language in one secondary school in Lesotho*”, hereby submitted for the degree Master of Arts in French Education, is my original work and has never been previously submitted for a qualification at this or any other university.
2. All sources used or quoted in this study have been acknowledged and referenced using the APA 7th edition for citation and referencing.

Moeketsi Rapuleng



26th August 2025

Student’s Signature

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date

Assoc. Prof. Makhulu Makumane



02nd September 2025

Supervisor’s Signature

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date

Assoc. Prof. Rasebate Mokotso
HOD’s Signature



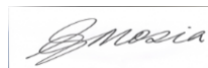
02nd September 2025

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date

Prof. Paseka Mosia



03rd September 2025

Dean’s Signature

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date

DEDICATION

This work is lovingly dedicated to the memory of my late mother, ‘Mamoeketsi Rapuleng. Though she is no longer with us, her love, strength, and sacrifices continue to inspire me every day. May her soul rest in eternal peace. I also dedicate this dissertation to my father, Mabitsetsa Rapuleng, and my stepmother, Nthabiseng Rapuleng, whose unwavering support, steadfast love, and constant encouragement have been the cornerstone of my academic journey. Your belief in me gave me the strength to persevere through every challenge.

To my siblings: Keneuoe Rapuleng, Moleboheng Rapuleng, Keketso Rapuleng, Mats’eliso ‘Makhoana, and Rets’eliso ‘Makhoana, thank you for walking this path with me. Your support, motivation, and love have been a powerful force behind this accomplishment. I am deeply and sincerely grateful.

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ABSTRACT

Information and Communication Technology for Education (ICTE) seems to revolutionise the teaching and learning of foreign languages such as French in the current century by improving quality teaching and learning. The purpose of this study was to explore the integration of ICTE to improve learners' listening skills in the teaching and learning of French as a Foreign Language (FFL) in one secondary school in Lesotho. The study was underpinned by two theories of technology: Technological Pedagogical Content Knowledge (TPACK) and Technology Acceptance Model (TAM). The study was guided by the qualitative research approach employing the critical paradigm. The research design was action research – under participatory action research – conducted in three phases: diagnostic phase, transformative phase and reflective phase. Two methods – focus group discussions and observations – were used to generate data. One school in Maseru, Lesotho that offered FFL was selected and 15 Grade 11 learners of FFL who were going to write DELF A1 (Diplôme d'Études en Langue Française) – translated as (diploma in studying French language) French examination – participated in the study. Data was analysed using thematic data analysis. The findings of this study revealed that consistent integration of ICTE in the FFL classroom improves learners' listening skills. Also, teaching methods that incorporate ICTE improve learners' language skills. The study recommends that the government of Lesotho, through the Ministry of Education and Training, should provide schools with language laboratories and other necessary infrastructure to support teaching and learning through ICTE. In addition, the Basic Education ICT Policy 2024 should be fully implemented and supported at school level with clear implementation strategies and a practical roadmap. The study concludes that the FFL secondary curriculum should be localised in order to address the societal and professional needs of learners.

Keywords: ICTE, French as a Foreign Language, ICTE, listening skills, TAM, TPACK

RÉSUMÉ

Les technologies de l'information et de la communication pour l'éducation (TICE) semblent révolutionner l'enseignement et l'apprentissage des langues étrangères telles que le français dans le siècle actuel en améliorant la qualité de l'enseignement et de l'apprentissage. Le but de cette étude était d'explorer l'intégration des TICE pour améliorer les compétences d'écoute des apprenants dans l'enseignement et l'apprentissage du français comme langue étrangère (FLE) dans une école secondaire au Lesotho. L'étude a été soutenue par deux théories de la technologie : Connaissance Pédagogique, Technologique et Disciplinaire (CPTD) et le Modèle d'Acceptation de la Technologie (MAT). L'étude a été guidée par l'approche de recherche qualitative employant le paradigme critique. La conception de la recherche était une recherche-action – sous l'appellation recherche-action participative – menée en trois phases : phase diagnostique, phase transformative et phase réflexive. Deux méthodes – discussions de groupe et observations – ont été utilisées pour générer des données. Une école à Maseru, au Lesotho, qui offrait le FFL a été sélectionnée et 15 apprenants de grade 11 en FFL qui allaient rédiger le DELF A1 (Diplôme d'Études en Langue Française) – traduit en (diploma in studying french language) examen de français – ont participé à l'étude. Les données ont été analysées en utilisant l'analyse thématique des données. Les résultats de cette étude ont révélé que l'intégration cohérente des TICE dans la salle de classe FLE améliore les compétences d'écoute des apprenants. De plus, les méthodes d'enseignement qui intègrent les TICE améliorent les compétences linguistiques des apprenants. L'étude recommande que le gouvernement du Lesotho, par l'intermédiaire du ministère de l'Éducation et de l'Entraînement, fournisse aux écoles des laboratoires de langues et d'autres infrastructures nécessaires pour soutenir l'enseignement et l'apprentissage à travers les TICE. En outre, la politique TIC de l'éducation de base 2024 devrait être pleinement mise en œuvre et soutenue au niveau scolaire avec des stratégies de mise en œuvre claires et une feuille de route pratique. L'étude conclut que le programme d'enseignement secondaire en FLE devrait être localisé afin de répondre aux besoins sociétaux et professionnels des apprenants.

Mots-clés : français langue étrangère, TICE, compétences d'écoute, MAT, CPTD

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter introduces and provides the background of the study which gives the context in which the problem is centred. It outlines the historical evolution of French language as a first, second and foreign language. Furthermore, it expounds on the integration of Information and Communication Technology for Education in the teaching and learning of French as a foreign language to improve learners' listening skills. It explores four language skills namely: reading, writing, speaking and listening and the main focus is on listening skills in the teaching and learning of French as a foreign language in secondary schools in Lesotho. It demonstrates the performance of learners in French as a Foreign Language (FFL) listening comprehension.

Additionally, this chapter encompasses of the statement of the problem which delves into what triggered this study to be conducted. It entails research objectives which define the primary goal of conducting the study. It also entails the research questions and the significance of the study, emphasising its potential contribution.

1.2 Background of the study

In this 21st century, Information and Communication Technology for Education (ICTE) has recently become a major driving force for the advancement of teaching and learning. Information and Communication Technology for Education emanates from Information and Communication Technology (ICT), which, according to the European Union (2024), includes all technical tools that are utilised to handle information and aid communication. Ariana (2022) indicates that technology commenced to be integrated in the teaching and learning of foreign languages in the 1960s as a tool aimed to improve learning of languages. ICTE technologies provide access to information through telecommunications in education (Floris, 2014). These include: internet, wireless, networks, cell phones, inter alia. Jayanthi and Kumar (2016) denote that ICTE motivates and creates innovation for learners and teachers which results in good performance in the teaching and learning process. This suggest that ICTE enhances the cognitive skills of learners, which

seemingly make them to be critical thinkers and innovators. Thus, their academic performance may be augmented (Jayanthi & Kuma, 2016; Altun, 2015).

ICTE relates to educational technology (Edu-tech) through the goal of the enhancement of learning outcomes through the use of technology. Delgado et al. (2015) define educational technology as the usage of both hardware and software to support educational goals. Similarly, Edu-tech is defined as a systematic integration of tools and resources, ranging from multimedia and interactive software to digital platforms that enhance the teaching and learning process (Shakirova & Valeeva, 2016). It facilitates discovery learning and promotes active engagement, enabling learners to construct their own understanding and improve their cognitive skills (Shakirova & Valeeva, 2016; Adreev, 2005; Association for Education Communication and Technology, 1979). This denotes that by leveraging ICTE tools, teachers can create dynamic and effective learning environments that cater to diverse educational needs.

Anikweze and Chibuzo (2018) state that Edu-tech is classified into two levels namely: Technology of Education (TOE) and Technology in Education (TIE). Technology of education refers to the use of technological tools and methods to improve the process of teaching and learning while technology in education refers to the integration and application of various technologies to enhance and facilitate educational experiences (Anikweze & Chibuzo, 2018). Additionally, Raja and Nagasubramani (2018) elucidate that TIE is about how technology is used within the teaching and learning process while TOE is about the tools and resources that are created to improve and expand educational opportunities. Currently, the teaching and learning of foreign languages such as French occur using ICTE (Krimidh & Toro, 2015; Fatih, 2016; Karsenti, Kozarenko & Skakunova, 2020; Paudel, 2021; Bifoulloussane, 2021).

French, a language developed from Latin as a result of Celtic and Frankish influences in Gaul (now France) (Free Software Foundation (FSF), 2002) and is related to Portuguese, Spanish, Italian and Romanian. Over the centuries, Celtic and Germanic influenced the lead to the development of *la langue d'oïl* (the language of oil). Its dialect is *le francien* (the French), which became the official and native language of France (FSF, 2002). French became a dominant language of diplomacy, culture, administration, trade and royal courts in Europe (FSF, 2002). It was considered as a *lingua franca*, which, according to House (2013), is a language that is used as a common means of

communication between people who do not share a native language. Therefore, it became a first language. A first language is a native language or first acquired language by a child (Mizza, 2014).

French is taught as a second language in countries such as Belgium, Canada, Switzerland, Algeria, Senegal, Ivory Coast, and Congo. House (2013) and Mizza (2014) argue that French is considered as a second language because of its official status and the role it plays in daily lives, education and in government sector in the above mentioned countries. Moeller and Catalano (2015) elucidate that a language is considered as a foreign language when it is learned in a classroom and not spoken in a society where teaching and learning occur. There are various African countries that offer French as a foreign language namely, Nigeria, Kenya, Uganda, Zimbabwe, Eswatini, Botswana, South Africa, Lesotho among others (Alexandre, 1969).

In Africa, the history of teaching and learning of French is intertwined with the history of colonialism and the spread of Christianity (Muller, 2015). Literature purports that French was first introduced in Africa in the 19th century when the missionaries began to establish schools and religious missions in the various parts of the continent (Moeller & Catalano, 2015; Victor-Manuel, 2015; Yates, 2018). In Lesotho, the first encounter with the French language was in 1833 during the arrival of the Paris Evangelical Mission Society (P.E.M.S) missionaries namely: Thomas Arbousset, Constant Gosselin and Eugène Cassalis (Gill, 1993). Their principal role was to teach Africans the bible and spread Christianity. Among others, Gill (1993) articulates that missionaries built the mission schools, within which French was formally introduced as a foreign language in schools by Adolphe Mabilie in 1860.

Gill (1993) confirms that between 1871 and 1966 in the colonial rule, French was taught as a subject in the mission schools. Moreover, after Lesotho's independence, the language policy was revised (Makumane, 2009) and this revision eroded the significance of French to the extent that it was difficult to find qualified teachers of FFL because of the departure of the Paris Evangelical Mission Society (PEMS) missionaries who could equip teachers of FFL, lack of infrastructure and resources to teach FFL, lack of support from the government and Lesotho which was under British protectorate, resulting in French being neglected (Gill, 1993; Manyawu, 2007; Manyawu et al., 2013; Makumane & Ncgobo, 2018). However, international schools such as National University of Lesotho International School (NULIS) continued to include French as a subject (Manyawu, 2007).

In 2009, the Ministry of Education and Training (MoET) re-introduced French as a Foreign Language in the secondary school curriculum (MoET, 2009). The main reason of re-introducing French by MoET was to provide Basotho children with the necessary skills and knowledge for effective participation in regional and global development. Similarly, MoET re-introduced French to improve career prospects of Basotho children in international organisations where knowledge of a second additional language other than English is required, thus increasing global marketability and opportunities for Basotho youth (MoET, 2009; MoET, 2016; MoET, 2019). Presently, the teaching and learning of French in Lesotho assumes the status of a foreign language and does not appear in the Constitution of Lesotho (MoET, 2009; Mokhele, 2016; MoET, 2019; MoET, 2021).

Seemingly, the current French as a foreign language curriculum in Lesotho is adopted from Common European Framework of References for Languages (CEFRL) (MoET, 2016). CEFRL is the framework for foreign languages teaching and learning. “Common European Framework of References for Languages provides a common basis for the development of modern languages curriculum of reference, examinations, manual among others” (Council of Europe, 2001, p. 9). The above notion implies that CEFRL is a language framework that entails the curriculum of teaching and learning of foreign languages. Therefore, French as a foreign language curriculum in Lesotho has not yet been localised. Ostensibly, the Ministry opted to adopt French as a foreign language secondary curriculum as a supra curriculum. Prestley et al. (2021) posit that a supra curriculum is a type of curriculum level that is external to the national state and national jurisdictions. This implies that a supra curriculum is an internationally recognised curriculum. For instance, there is CEFRL, International General Certificate of Secondary Education (IGCSE), inter alia, as examples of supra curriculum. At Grade 11, learners write DELF *Diplome d’Étude en Langue Française (Diploma in studying French language)* A1.

Additionally, CEFRL consists of six levels namely: DELF A1, A2, B1, B2 and DALF C1 and C2. They are grouped into levels: basic users, independent user and proficient user (Council of Europe, 2001; Makumane, 2018). These levels are examined through testing four linguistic skills namely: speaking, reading, writing and listening. Sadiku (2015) avows that these language skills are interconnected and contribute to a holistic understanding of a language. This connotes that a learner mastering these language skills may not only master communication but may also be able

to read, write, listen and speak effectively, which may lead to success in academics and personal growth in a language (Sadiku, 2015).

However, there seems to be an issue in Lesotho where learners perform poorly in listening comprehension in secondary schools (ECOL, 2022; ECOL, 2023,). Tyagi (2013) avers that listening is an essential language skill that requires active participation and engagement by an individual. It involves a sender, a message and a receiver. On a similar note, Tanrikulu (2020) affirms that listening is a linguistic skill that helps and lays the foundation for speaking. Global research and examiners' reports in French as a foreign language education point out that the majority of learners perform poorly in listening comprehension in some African countries that offer FFL (Uwalaka & Offorma, 2015; ECOL, 2022; ECOL, 2023; Ariana, 2019).

Uwalaka and Offorma (2015) underscore that learners perform poorly in FFL listening comprehension in Nigeria for a number of reasons: limited vocabulary, learners are not familiar with pronunciation and intonation and they struggle to keep up with speed, which makes it difficult to understand every word or phrase. To substantiate these claims, Ariana (2019) affirms that learners of FFL in Ghana perform poorly in FFL listening comprehension as a result of: 1. Lack of French vocabulary, 2. Unfamiliar French expressions, 3. Level of grammar of learners, 4. Learners' incapacity to distinguish French sounds, 5. Poor socio-cultural knowledge in relation to the main topic by a learner among others. It is evident that the above-mentioned factors cause learners of FFL to perform poorly in listening comprehension. Examiners' reports underscore that learners perform below average on listening comprehension (Examinations Council of Eswatini, 2022; Examinations Council of Botswana, 2023; Zimbabwe School Examinations Council, 2021; Examinations Council of Lesotho, 2022).

The current study aims to integrate ICTE in the teaching and learning of FFL in secondary schools in Lesotho. Lesotho has promulgated the ICT Policy that aims at integrating technology in all sectors of the economy, including the education sector (Government of Lesotho, 2005). This policy aims to achieve sustainable socio-economic development and requires educational institutions to integrate ICTE in the curriculum to expand access to education and to contribute immensely to a society that is ICT-literate. Similarly, the Curriculum and Assessment Policy of 2009 and the Lesotho Basic Education Curriculum Policy (LBECP) 2021 spell out that they aim to prioritise the

development of the 21st century skills among learners through the use of technologies in the teaching and learning process (MoET, 2009; MoET, 2021).

The African Union (AU) Agenda 2063 advocates integration of technology in educational frameworks (AU, 2015). Similarly, the South African Development Community (SADC) upholds the usage of technology in education in order to adhere to 21st century skills (SADC, 2020). Therefore, this implies that ICTE may provide learners with enhanced opportunities to engage with language and skills in a meaningful context, allowing them to construct knowledge independently (Pravin & Salam, 2015). This is further alluded to by Salam (2015) who indicates that ICTE plays an essential role in education by enhancing learners' cognitive skills.

Additionally, literature points out that technology plays a pivotal role in the teaching and learning of a foreign language by enhancing the linguistic skills (Kromidh & Toro, 2015; Abah, 2016; Paudel, 2021). Thus, the usage of technological tools in class seemingly creates powerful learning which may be interactive and learners' language skills such as listening may be ameliorated (Paudel, 2021). In the same vein, Fatih (2016) and Kalnina and Kango (2009) point out that the integration of technology in the teaching and learning of FFL provides learners with diverse and interactive resources that cater to various learning styles. Therefore, linguistic skills such as listening may be augmented.

Technological tools such as projectors, laptops, flash, and interactive white boards enable learners to engage with authentic French language materials, fostering a more immersive experience (Fatih, 2016). This exposure not only improves linguistic skills such as listening, speaking, reading, and writing but also enhances cultural understanding by connecting learners with French-speaking communities around the world (Karsenti et al., 2020). It appears that the lack of listening skills by French learners, which leads to poor performance, may be effectively augmented through the use of technological tools (Bifoulloussane, 2021; Pandel, 2021). However, it is worth noting that the factors mentioned above, resulting in poor performance in FFL, may be addressed through the integration of ICTE.

A study conducted in Albania by Kromidha and Toro (2015), whose purpose was to explore the use of ICTE in the teaching and learning of FFL, indicated that learners' listening skills were improved. The study demonstrates that teaching and learning of foreign languages using

technology is more interesting, motivating and involving and therefore enhances learners' linguistic skills. The integration of ICTE in FFL classes in Asian countries such as Japan and Iran has positively impacted the academic performance of learners by seemingly helping them acquire language skills such as listening, through the provision of wider multi-media resources (Fathali et al., 2022).

In America, Mimis et al. (2023) revealed that ICTE promotes personalised learning and access to diverse resources, which present a promising opportunity to enhance language learning outcomes. Moving to African countries, Ohanma (2023) avers that ICTE in the teaching and learning of FFL in Nigeria helps learners to accomplish learning in various ways that are found to be exciting. Therefore, it is evident that the integration of ICTE in the teaching and learning of FFL helps in improving learners' language skills.

In addition, a study conducted in Zimbabwe by Marabada (2019) attests that incorporation of ICTE teaching and learning of a language enables learners to have a vast array of authentic materials that include, among others, videos and audio recordings that expose learners to diverse accents. Therefore, there is a need to for the integration of ICTE in the teaching and learning of FFL in order to improve learners' listening skills in Lesotho.

In Lesotho, several studies have been conducted on the integration of ICTE and the perceptions of teachers using ICTE in teaching and learning even though these studies focused more on science subjects such as physical science and biology (Ntoi, 2007; De Villier, 2008; Makuru, 2020; Kalanda & De Villier, 2013; Lisene & Jita, 2018; Taolane 2023) and higher education (Chere-Masopha, 2018). There is lack of literature that focuses on the integration of ICTE to improve learners' listening skills in the teaching and learning of FFL in Lesotho. Ostensibly, learners perform poorly in listening comprehension. It is against this background that the present study seeks to explore the integration of ICTE to improve learners' listening skills in the teaching and learning of French as a foreign language in one secondary school in Lesotho in order to ensure that they acquire all interconnected language competences that contribute to a holistic learning of a language.

1.3 Statement of the problem

ICTE has potential to improve learners' listening skills and improve understanding of FFL in listening comprehension (ECOL, 2023; Fatih, 2016). Purnama (2023) affirms that by properly integrating ICTE in the teaching and learning of FFL, learners may be exposed to authentic materials that assist them to acquire FFL skills such as listening. These ICTE tools motivate learners and improve their memory, resulting in autonomy, better confidence and good attitude towards learning FFL (Shakirova & Valeeva, 2016; Cao, 2023). In Lesotho, CAP 2009, LBCEP 2021 and the basic education ICT Policy 2024 encourage the use of ICTE in teaching and learning (MoET, 2009; MoET, 2021; MoET, 2024). Apparently, these policies lack proper guidance on how to integrate ICTE in teaching and learning.

Examiners' reports from ECOL – for three consecutive years – indicated that learners of FFL perform poorly in FFL listening comprehension (ECOL, 2021; ECOL, 2022; ECOL, 2023). Despite the recognised importance of listening skills in language acquisition, learners often struggle with comprehension and retention, leading to a gap in their ability to communicate effectively (ECOL, 2022; ECOL, 2023). Furthermore, the current teaching methodologies seemingly do not engage learners on using technological resources.

This challenge is not only observable in Lesotho but in other African countries at large. For instance, the Examiners' reports in Nigeria confirm that there was high failure rate of 72% and 75% in listening comprehension in 2020 and 2021 in French (National Examinations Council, 2022). Similarly, Botswana Examinations Council French examiners' reports from 2022 and 2023 depict that French as a foreign language listening comprehension has declined (Botswana Examinations Council, 2023). In Eswatini, learners of FFL scored below average in the listening comprehension paper (Examinations Council of Eswatini, 2023).

Thus, this persistent weakness in performance highlights a significant gap in the acquisition of essential language skills, particularly listening skills, which form the holistic part necessary for effective communication in FFL. Seemingly, there is a dearth of literature pertaining to interventions to improve the lack of listening skills by FFL learners in the context of Lesotho. Thus, this study seeks to explore the integration of ICTE to improve learners' listening skills in the teaching and learning of French as a foreign language in secondary schools in Lesotho.

1.4 Objectives of the Study

1. To explore ICTE tools that can be used to improve learners' listening skills in the teaching and learning of FFL in secondary schools in Lesotho.
2. To determine how the integration of ICTE improves the listening skills of learners in the teaching and learning of FFL in secondary schools in Lesotho.
3. To discover the teaching methods used to integrate ICTE to improve learners' listening skills in the teaching and learning of FFL in secondary schools in Lesotho.
4. To explore the benefits and challenges of integrating ICTE to improve learners' listening skills in the teaching and learning of French as a Foreign Language in secondary schools in Lesotho.

These objectives shall be effectively addressed by answering the following research questions:

1.5 Research Questions

1. What ICTE tools can be used to improve learners' listening skills in the teaching and learning of FFL in secondary schools in Lesotho?
2. How does the integration of ICTE improve learners' listening skills in the teaching and learning of FFL in secondary schools in Lesotho?
3. What are the teaching methods used to integrate ICTE to improve learners' listening skills in the teaching and learning of FFL in secondary schools in Lesotho?
4. What are the benefits and challenges of ICTE in improving learners' listening skills in the teaching and learning of FFL in secondary schools in Lesotho?

1.6 Significance of the Study

Integration of ICTE in the teaching and learning of FFL seems to be unexplored in Lesotho. Therefore, the study may contribute immensely to the inclusion of ICTE in the FFL curriculum. The study has the potential of serving as a catalyst for policy reforms by providing empirical evidence regarding the benefits of integrating ICTE in the teaching and learning of French as a foreign language in secondary schools in Lesotho. Thus, the MoET and the National Curriculum Development Centre (NCDC) may be informed on the integration of ICTE in the teaching and learning of FFL, thus, ultimately informing policy development and promulgation. This study may,

in addition, encourage the MoET and other stakeholders to invest in the 21st century technological infrastructure and training, for learners, but, more especially, for teachers. The study may also benefit learners by enhancing their technological skills, which are essential and indispensable to modern-day learning processes and workplaces.

The findings of the study may inform NCDC and teacher training institutions by effectively demonstrating strategies and approaches for integrating ICTE, which may lead to teachers implementing best practices in their classrooms, thereby influencing a shift in pedagogical approaches that promote innovative teaching that enhances all language competences. This may result in learners improving their performance in FFL and might lead to more schools offering French. In addition, stakeholders like the NCDC could see the need to localise the French curriculum to enable progression of learners from high school to tertiary institutions. The study will also add to the existing literature. Lastly, the study will equip me with more research skills and experience.

1.7 Summary

This chapter presented the introduction and background of the study. It also presented the statement of the problem which the current study is exploring, along with the research objectives and questions that guided me throughout the study. Lastly, the chapter highlighted the significance of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter provided the background of the study and introduced the research problem. It further gave the objectives of the study, research questions and the significance of the study. This chapter reviews the pertinent literature per research question and also presents the empirical literature. It concludes with the theoretical framework, which consists of two theories that underpin the study, namely: Technological Pedagogical Content Knowledge (TPACK) and Technology Acceptance Model (TAM).

2.2 What is ICTE?

In this 21st century, ICTE has recently become a major driving force for the advancement of teaching and learning. ICTE emanates from Information and Communication Technology (ICT) (Paudel, 2020; Ratheeswari, 2018). In the same vein, Deja (2015) asserts that ICTE refers to the use of technological tools in teaching and learning. The historical background of ICTE can be traced as far back as the 1960s and 1970s when computers were introduced in schools (Klichowski et al., 2015). They were used for the purpose of administration and some specialised subjects. The evolution of technology led to educational software, learning tools and internet connectivity. In the 20th century, integration of ICTE was increasingly used by teachers using internet and multimedia technologies. Online learning platforms revolutionised teaching and learning from traditional to modern pedagogies (Bifoulloussance, 2021). Until today, integration of ICTE is widely advocated by curriculum policies in several parts of the world in order to improve quality teaching and learning (MoET, 2009; MoET, 2021; MoET, 2024).

Chen et al. (2015) aver that ICTE tools are divided into software tools (applications) and hardware tools (physical devices). Makumane and Mpungose (2022), Molaoa (2024) and Selwyn (2021) opine that software tools are ICTE tools such as Moodle, Canvas, learning applications, YouTube, and WhatsApp while examples of ICTE hardware tools include laptops, radio, tablets, projectors, and smartphones.

In Lesotho, the government developed the ICT Policy 2005 that advocates for the use of ICT in several sectors of the economy in Lesotho including education. This policy requires educational

institutions to utilise ICT in the curriculum in order to improve the quality of teaching and learning (GoL, 2005). Similarly, CAP 2009 and LBCEP 2021 aim at prioritising the development of the 21st century skills among learners through the integration of ICTE tools in teaching and learning (MoET, 2009; MoET, 2021).

Recently, MoET promulgated the basic education ICT Policy 2024 (MoET, 2024), which is considered a step in the right direction as this policy advocates for the integration of ICT in teaching and learning at the level of basic education, which is the focus of this study. The policy outlines the guidelines and strategies that the Ministry of Education and Training (MoET) aspires to pursue regarding the integration of ICT in the teaching and learning process. Among others, the ICT Policy establishes the framework for administrative, technical and pedagogical integration of ICTE in basic education. In addition, the policy demonstrates that the aim of MoET is to develop a robust ICT curriculum that addresses all aspects of ICT in teaching and learning. The policy does not only envisage developing ICT infrastructure but also training teachers in the integration of ICT in the teaching and learning process. Also, it aims to provide incentives for learners to use ICT in the teaching and learning process (MoET, 2024). The promulgation of such a policy attests to the essentiality of incorporating ICTE in secondary schools in Lesotho and, more, specifically in the teaching and learning of FFL, which is one of the subjects recognised in the education system as being pertinent in advancing the socio-economy of the country (Makumane & Ngcobo, 2018; MoET, 2019).

Integration of ICTE has been explored in the teaching and learning of subjects such as Physical Science and Biology in Lesotho (Ntoi, 2007; De Villier, 2008; Makuru, 2020; Kalanda & De Villier, 2013; Lisene & Jita, 2018; Taolane, 2023) and in higher education (Chere-Masopha, 2018). Along similar lines, FFL examiners' reports by ECOL encourage the integration of ICTE in the teaching and learning of FFL in Lesotho (ECOL, 2022; ECOL, 2023).

In the context of this study, ICTE is the use of technologies in the teaching and learning process in order to augment learners' language skills and create an interactive class. It is argued by Lin et al. (2017) and Olga and Nataliia (2022) that ICTE in the teaching and learning of foreign language plays a significant role by not only improving learners' language skills but also creating an interactive class. In support, ECOL examiners' reports affirm that the use of ICTE in the teaching and learning of foreign languages such as French augments learners' language skills, particularly

the listening skill (ECOL, 2022; ECOL, 2023). This implies that teachers of FFL need to have adequate and sufficient skills on incorporation of ICTE in the teaching and learning of FFL in order to properly integrate ICTE in the FFL classroom context.

Seemingly, these technological tools are integrated in education to assist learners to learn more effectively. These technological tools include projectors, computers, laptops, internet, learning applications, interactive white boards inter alia (Çakici, 2016). Jayanthi and Kumar (2015) argue that ICTE motivates teachers and learners, and leads to innovative teaching and learning strategies which improve learners' performance. In the current study, ICTE are technological tools that are used in the teaching and learning of FFL. These technologies assist learners of FFL to improve their language skills through the usage of technological tools such as mobile learning applications, videos, and audios. Therefore, it is essential to integrate ICTE in the teaching and learning of FFL to improve learners' language skills such as listening (Tasci, 2022).

2.2 ICTE tools that can be used to improve learners' listening skills in the teaching and learning of FFL in secondary schools

There is a need to utilise ICTE tools in order to adequately integrate it in the teaching and learning of FFL (Bifoulloussance, 2021). ICTE tools are technological gadgets such as digital devices, software applications and online resources that are utilised in teaching and learning. Similarly, Karthikeyan and Dinesh (2019) assert that ICTE tools assist learners to improve language skills in an intensive way. Therefore, integration of ICTE in the teaching and learning of FFL means that FFL skills may be improved.

In support, Tulzapurkar (2022) articulates that ICTE tools such as learning applications assist learners of FFL to augment language skills because they help learners to practise language in and outside the classroom context. This suggest that learners of FFL may use language learning applications that help with FFL verbs, conjugation, pronunciation, audios and texts. These applications may enable FFL learners to engage in language learning in an interactive and motivating way, which ameliorates their FFL skills (Bifoulloussance, 2021).

On a similar note, Meddelin (2018) and Becerra and Perleza (2021) affirm that ICTE tools play an essential role in the teaching and learning of foreign languages. These tools offer an opportunity for learners to interact with foreign language by listening to songs, watching videos and movies in the target language (Rodríguez-Cevallos & Macías-Loor, 2024). For example, learners of FFL may

use technological tools to watch French conversations, videos and thus, practice of FFL in and outside the classroom occurs. Therefore, FFL learners' language skills, such as listening, are improved. Also, the Internet provides recent and authentic materials in a target language. These materials can be more motivating and interesting to learners (Negoesco & Boștină-Bratu, 2016). Therefore, learners may be actively engaged in the teaching and learning process which may result in the development of their language skills. This implies that learners will be learning FFL in and beyond the classroom context and, therefore, their FFL skills get better (Djabbarova, 2020; Rodríguez-Cevallos & Macías-Loor, 2024).

The Common European Framework of References for Language recommends the use of ICTE tools such as language learning applications, YouTube channels and podcasts and language learning websites (Council of Europe, 2001; Kromidha & Toro, 2015). This necessitates FFL teachers to integrate ICTE in the classroom in order to improve learners' language skills, such as listening. Similarly, ECOL examiner's report recommends that teachers of FFL in Lesotho need to incorporate ICTE in teaching and learning in order to improve FFL learners' language skills (ECOL, 2023).

2.3 Integration of ICTE to improve learners' listening skills in the teaching and learning of FFL in secondary schools

Effective integration of ICTE in the classroom may enhance the language skills of FFL learners (Hong, 2020). In other words, if ICTE is integrated adequately by teachers of FFL, learners may acquire the necessary language skills. This implies that for effective integration of ICTE, government must provide the technological infrastructure, which may enable the usage of ICTE in the classroom (Jayanthi & Kumar, 2016). To exemplify, if a class of FFL is well-equipped with technological infrastructure such as electricity, internet access, radio, and projectors, it may be easy for FFL teachers to connect and play French audios and videos that are rich in French language. Therefore, this may arouse learners' attention and motivation in learning, potentially resulting in the development of FFL skills (Bifoulloussance, 2021).

Along similar lines, teachers of FFL need to have Technological Pedagogical Content Knowledge (TPACK), which is a framework that interacts with three components namely: content, pedagogy and technology. The interaction of these three bodies of knowledge practically and theoretically produces several types of knowledge that are needed to successfully integrate technology in

teaching and learning (Mishra et al., 2009) in order to integrate ICTE in the teaching and learning of FFL to improve learners listening skills (Tulzapurkar, 2022). Thus, teachers with TPACK may sufficiently incorporate ICTE in the teaching and learning of FFL through their knowledge of the types of ICTE tools to be used for a certain FFL content. Therefore, FFL teachers may have the necessary and adequate skills to simplify FFL content so that it becomes comprehensible to learners of FFL. This indicates the significance of equipping FFL teachers with the necessary skills on how to integrate ICTE in the classroom. Thus, equipped teachers may sufficiently use ICTE in their teaching to augment learners' language skills such as listening (Azmi, 2017).

2.4 Teaching methods used to integrate ICTE to improve learners' listening skills in the teaching and learning of FFL in secondary schools

Currently, the teaching and learning of foreign languages such as French is revolutionised by the integration of ICTE in the teaching process (Bernatska et al., 2024). Similarly, Selialia and Kurata (2023) affirm that integration of technology in education has the potential to transform teaching and learning to align with 21st century demands. Rustan (2023) asserts that the integration of ICTE in foreign languages warrants the need to shift from traditional teaching methods to didactic materials and teaching methods that adequately enable the integration of ICTE in the teaching and learning of foreign languages. This denotes the need to use modern teaching methods in the teaching and learning of foreign languages such as French in order to properly integrate ICTE in the classrooms. Bernatska et al. (2024) and Altun (2015) argue that the following teaching methods sufficiently enable the integration of ICTE in the teaching and learning of FFL: Action-Oriented approach, Communicative approach, Design-Based Learning, and Gamification. These methods are discussed below.

2.4.1 Communicative approach

Several scholars affirm that the communicative approach augments learners' language skills in the teaching and learning of FFL (Isakova, 2018; Denkci-Akkas & Coker, 2016; Darancik, 2018; Fattah & Saidalvi, 2019). Darancik (2018) spells out that communicative pedagogy is the latest method of teaching that incorporates ICTE in the teaching and learning of FFL. Communicative approach is a method of language teaching that aims to equip learners with the necessary communicative competence (Offorma, 2000). It involves four language skills: listening, speaking, reading and writing. Isakova (2018) postulates that this approach enables learners to express themselves in FFL.

For instance, FFL learners may listen to an audio or watch a video in class and interact with other learners based on what they have heard. In doing so, learners acquire aspects of language such as grammar and vocabulary. Therefore, their FFL language skills are improved. To fortify this, Fattah and Saidalvi (2019) concur that communicative approach is learner-centred. Thus, it encourages interaction among FFL learners or with their teacher.

In this approach, ICTE tools such as learning apps, videos, audios, projectors, and YouTube are utilised in the teaching and learning of FFL in order to provide FFL learners with communication scenarios (Kaiza, 2021). This allows learners to experience intensive practice of FFL in a natural setting, thus improving their language skills. Igbah (2020) affirms that the teaching and learning of FFL using communicative approach to incorporate ICTE tools helps to create role-playing scenarios that are aimed for communication where learners simulate real-life situations such as giving directions, ordering food and inviting a friend.

Additionally, in communicative approach, learners are exposed to real-life conversations which could be enhanced by using ICTE tools such as audios, multimedia videos and other authentic materials that expose learners to native speakers of French (Puren, 2006). This denotes that the authentic material equips learners with language that is used in and outside of the classroom context. Al-Shammari (2021) defines authentic materials as videos, texts, or audios that were not meant for teaching and learning but used in a classroom for the purpose of teaching and learning. These authentic materials have rich language used by native speakers, which motivates and augments learners in FFL.

In addition, Offorma (2015) propounds that communicative approach is learner-centred. Thus, learners of FFL may utilise ICTE tools in groups or in pairs to learn FFL using technology. Similarly, CAP 2009 and LBEC 2021 accentuate that teaching and learning in Lesotho must be learner-centred in order to enable learners to be active participants in a classroom (MoET, 2009; MoET, 2021). This denotes that learners in a class of FFL may be independent and actively engaged in the learning of FFL through the usage of ICTE tools.

2.4.2 Action-Oriented approach

Action-oriented approach is a teaching method that is recommended by CEFRL in the teaching and learning of foreign languages (Council of Europe, 2001). Action-oriented approach is the method that does not only aim for a learner to communicate but also to perform a task (Voráčová,

2013). In this approach, a learner is considered as a social actor (*un acteur social*) (Voráčková, 2013). In the context of integrating ICTE in the classroom, Soubrié (2008) attests that ICTE is effectively integrated in the teaching and learning of FFL through action-oriented approach where learners need to perform tasks from several sources of information such as YouTube, Podcast, and learning apps. That is, learners are assisted by ICTE tools to prepare tasks to be performed. Soubrié (2008) adds that ICTE tools offer authentic materials such as texts, images, and videos that may assist learners of FFL to prepare tasks that they are to performing during teaching and learning of FFL based on Action-oriented approach. The Junior Certificate French syllabus advocates for action-oriented approach in the teaching and learning of FFL in Lesotho (MoET, 2016). This approach utilises ICTE tools in the teaching and learning of FFL, creating tasks that actively engage learners to use French (Belarbi, 2017).

Notably, action oriented approach seemingly enables teaching and learning of FFL through the use of ICTE (Dendenne, 2018). Therefore, it is imperative that teachers of FFL have vast knowledge of the action-oriented approach in order to effectively integrate ICTE in the classroom (Belarbi, 2017). This approach allows learners to be autonomous and independent (Majidi, 2024). This implies that the language skills of FFL learners may be improved through action-oriented approach that sufficiently enables the integration of ICTE. Action-oriented approach is learner-centred (Bennani, 2015), denoting that learners are active participants in the teaching and learning of FFL; the teacher is not the only source of knowledge. In this approach, the teacher gives learners a motivational task that encourages participation (Majidi, 2024).

2.4.3 Blended learning

Blended learning is a mixture of face-to-face teaching and learning and technology-assisted learning (Kalmamatove et al., 2022). It includes all forms of learning such as the conventional classroom and online learning. On the same note, Zhou et al. (2023) indicate that blended learning is a teaching and learning method guided by effective combination of modes of delivery, models of teaching and styles of learning. This implies that blended learning integrates technology in the FFL classroom (González-Pérez & Ramírez-Montoya, 2022).

Chahbi and Bouassb (2023) state that blended learning was utilised in the teaching and learning of FFL at Abdelmalek Essaâdi University in Morocco. It not only helped students to acquire and improve their language skills but was also suitable for students with different learning styles and

needs. Therefore, this implies that face-to-face and online learning may assist learners of FFL to obtain language skills such as listening with the help of ICTE tools. Similarly, Ahmad (2021) carried out a study in Saudi Arabia and found that blended learning promotes learners' independence, which improves learners' language skills through the utilisation of ICTE in the FFL classroom.

Grishaeva (2015) affirms that blended learning increases learners' motivation in the teaching and learning of foreign languages such as French. This denotes that a learner can do the work independently, assisted by technological tools (Zhavner & Takhaveeva, 2015). This increases learners' participation and, therefore, FFL skills are improved through face-to-face classes and online learning that incorporates technological tools.

2.4.4 Design-Based Learning

Azazan and Shamsi (2022) define design-based learning (DBL) as “a learning strategy that requires students to use their theoretical knowledge to develop an artifact or system to tackle a real-life problem” p.1. Felix (2016) opines that DBL is a teaching and learning method that is linked with design and integration of technology in the teaching and learning process. In the teaching and learning of foreign languages, design-based learning is interchangeably used with project-based learning (Farahdiba et al., 2019). In other words, this approach involves learners who construct their language skills by creating project or artifacts such as digital stories, presentations, and videos that require learners to use and design in a target language (FFL) to communicate (Zhang et al., 2020; Huang et al., 2019). Therefore, this approach encourages learners to participate and apply language in a practical way using ICTE tools (Azizan & Shamsi, 2022).

In the teaching and learning of FFL, design-based learning enhances learners' language skills through usage of ICTE in making artifacts and projects (Baştuğ & Broutin; 2021). Furthermore, Farahdiba et al. (2019), in a study conducted in Indonesia, postulate that project-based learning in the teaching and learning of FFL motivates learners and increases their participation and thus ameliorates their language skills because every learner works independently on the project they are required to perform through the use of ICTE. Therefore, this method integrates ICTE in the teaching and learning of FFL.

Several scholars argue that DBL improves the creativity, imagination, cognitive skills and understanding of learners (Huang et al., 2019; Azizan & Shamsi, 2022; Rodrigues et al., 2019). DBL allows learners to learn at their own pace (Azizan & Shamsi, 2022). This implies that teachers of FFL need to support FFL learners through this approach which not only motivates and encourages learners but also increases their confidence (Chen & Chin, 2016; Zhag et al., 2021). In the teaching and learning of foreign languages, DBL improves learners' language skills (Rodrigues et al., 2019). To illustrate, oral presentations in the FFL class help learners to develop language skills (Azizan & Shamsi, 2022). Similarly, Chen and Chin (2016) and Rodrigues et al. (2019) indicate that FFL learners acquire more vocabulary while preparing for a project and listening to peers in the presentations and, more importantly, using technological tools in preparing for the projects. Therefore, DBL is one of the teaching and learning methods that integrates technology in the teaching and learning of FFL.

2.4.5 Gamification

Gamification is a game-based teaching and learning. Flores (2015) explains that gamification is a new emergent teaching method in the teaching and learning of languages. Al-Dosakee and Ozdamli (2021) elucidate that gamification is the type of teaching and learning method that involves game elements in the teaching process in order to turn teaching and learning into a more collaborative and enjoyable experience. Similarly, All et al. (2016) assert that gamification teaching and learning involves the usage of game elements to achieve a particular learning outcome. Thus, content and objectives are achieved in a fun way that arouses learners' participation and engagement. This implies that, in an FFL class, learners may play FFL games using ICTE tools such as learning applications, and YouTube which may enhance learners' linguistic understanding and make them to be interactive. Therefore, learners' language skills such as listening may be augmented.

Similarly, Moreno (2019) attests that gamification positively impacts learners in the teaching and learning of foreign languages using gamified mobile applications (language learning applications). Importantly, Huang et al. (2019) affirm that mobile language learning significantly assists learners in language learning. That is, learners of FFL may use mobile language learning applications that would help them to not only acquire FFL vocabulary but also improve learners' pronunciation. Therefore, the language skills of learners of FFL may improve. Rachels and Rockinson-Szapkiw (2017) aver that a technological tool such as Duo lingo is an example of language learning and

gamification application for teaching and learning of several languages, mostly grammar and vocabulary. It is therefore imperative to use gamification method in the teaching and learning of FFL in order to augment learners' listening skills.

2.5 Benefits of integrating ICTE to improve learners' listening skills in the teaching and learning of French as a Foreign Language in secondary schools

In this 21st century, technology is integrated in several sectors of the economy inclusive of the education sector (Mimis et al., 2023). The integration of ICTE in the teaching and learning of FFL seems to offer several benefits to learners of FFL in improving their language competences such as listening (Shao, 2023). These competencies enable FFL learners to communicate effectively using French language. Çakici (2016) and Mohammed et al. (2024) contend that ICTE enables learners to access authentic FFL materials such as videos, texts, audios and cell phones. Authentic materials assist learners to learn FFL in a more engaging way as it exposes them to out-of-classroom context (Olga & Nataliia, 2022; Mohammed et al., 2024). These materials make learners interact with native speakers of French language and thus, enable them to get rich language, acquire vocabulary and improve language skills such as speaking, reading, writing and listening (Olga & Nataliia, 2022).

Mimis et al. (2023) and Çakici (2016) believe that ICTE makes learners active participants in the teaching and learning of FFL. Thus, they are more involved in the teaching process which motivates and encourages them (Shakirova & Valeeva, 2016; Cao, 2023). This may not only augment learners' language skills but also ameliorate their cognitive skills (Salam, 2015; Kromindha & Toro, 2015; Mimis et al., 2023). On a similar note, Çakici (2016) avers that ICTE promotes learner-centred teaching and learning in an FFL class. This denotes that learners are independent in the teaching and learning of FFL, which therefore makes them active and interactive participants (Sadiku, 2015). In support, Jayanthi and Kumar (2016) affirm that learner-centred teaching and learning makes learners take responsibility of their learning, which makes them interact with other learners and acquire more FFL language skills.

Integration of technological tools (ICTE) in the teaching and learning of FFL provides learners with diverse and interactive resources that cater to various learning styles (Kalnina & Kango, 2009; Fatih, 2016). This suggest that utilisation of several ICTE tools may address individual learners' problems that may be encountered and, as such, every learner's learning style may be catered for

which may increase their participation and motivation in the FFL classroom. Therefore, learners' linguistic skills such as listening may be augmented (Cao, 2023). Deja (2015) contends that ICTE in the teaching and learning of foreign languages helps learners to access native speakers by listening to audios, watching videos inter alia. Along similar lines, Purnama (2023) confirms that learners' exposure to native speakers of a language through audio and videos improves phonetic perception and lexical knowledge, hence the same would be the case in FFL.

Deja (2015) argues that ICTE in the teaching and learning of FFL can provide limitless access to different types of texts such as audio and videos. This means that more access to these texts may enhance learners' language skills through listening, reading, writing and speaking. In support, Mimis et al. (2023) attest that texts such as audios and videos assist learners to acquire language skills in the teaching and learning of foreign languages. This ICTE tools would also promote cooperation among learners of FFL.

Additionally, Tasci (2022) and Tulzapurkar (2022) postulate that learners play active roles in an ICTE-enhanced class. In other words, ICTE promotes learner participation in the teaching and learning of FFL. Therefore, it promotes learner-centredness in class which enables learners to acquire FFL language skills. Similarly, Amir and Kay (2018) aver that ICTE supports the FFL development of learners. This denotes that the exposure of learners to ICTE tools – such as texts, audios, audio-visuals, learning apps and video conversations – helps them learn new words and expressions. Integration of ICTE in the teaching and learning of FFL may enhance cultural and intercultural skills (Lin et al., 2017).

2.6 Challenges of integrating ICTE to improve learners' listening skills in the teaching and learning of French as a Foreign Language in secondary schools

The Lesotho Basic Education Curriculum Policy (LBECP) 2021 encourages the usage of ICTE in the teaching and learning process in Lesotho (MoET, 2021). However, this policy seems to lack proper guidance on how this should happen. On the same note, studies conducted in Lesotho on the integration of ICTE in teaching and learning in secondary schools reveal that teachers lack technological knowledge (Ntoi, 2007; De Villier, 2008; Makuru, 2020; Kalanda & De Villier, 2013; Lisene & Jita, 2018). Seemingly, teachers of FFL face various challenges in integrating ICTE in their classrooms in secondary schools. To substantiate this claim, ECOL examiners

reports highlight that learners of FFL in Lesotho perform poorly in FFL listening comprehension, and examiners encourage the use of ICTE in the teaching and learning of FFL to augment learners' language skills such as listening (ECOL, 2021; ECOL, 2022; ECOL, 2023).

Tasci (2022) argues that teachers have pedagogical content knowledge in the teaching and learning of foreign languages however, they lack the technological knowledge to enhance their pedagogical content knowledge. This denotes that teachers lack technological skills in the teaching and learning of foreign languages. This negatively affects the transfer of content in the teaching and learning of foreign languages (Merc, 2015; Uzun, 2016). This implies that some of the language skills may not be enhanced if teachers of FFL do not have sufficient technological pedagogical content knowledge.

Most teachers of foreign languages have limited skills on how to integrate ICTE in a foreign language class (Tasci, 2022). This implies that some teachers of foreign languages such as French may not have adequate skills to integrate ICTE in the FFL classroom and this may result in teachers being demotivated to integrate ICTE. Similarly, lack of ICTE policies in the teaching and learning process hinders the integration of ICTE in foreign language classes. This means that lack of proper guidelines on the integration of ICTE in the teaching and learning of foreign languages poses a challenge to foreign language teachers in using ICTE. For instance, MoET (2024) has recently promulgated the ICT basic education policy which outlines the aspirations of the Ministry in incorporating ICTE in teaching and learning while not clearly guiding teachers on integration of ICTE in the classroom. However, some policies such as CAP 2009 and LBEC 2021 advocate for the integration of ICTE in teaching and learning without properly outlining to teachers how it should be used. Therefore, this may hinder its integration in the teaching and learning of FFL. To substantiate this claim, Selialia and Kurata (2023) affirm that in Lesotho there is lack of clear policies on integration of technology in education and they attest that the absence of clear policies triggers individual adaptations.

Additionally, Mohamed and Nadie (2023) postulate that there is scarcity of infrastructure that enables the integration of ICTE in the teaching and learning of foreign language such as French. This suggests that proper technological infrastructure with internet connectivity and electricity inter alia may effectively facilitate the integration of ICTE in the teaching and learning of FFL (Lisene & Jita, 2018). In addition, limited monitoring and evaluation (Selialia & Kurata, 2023) is

a concern. This implies that MoET lacks proper mechanisms of monitoring the integration and evaluation of ICTE in classrooms in order to align with LBECF 2021 and observe gaps and areas of improvement, particularly in the teaching and learning of FFL.

It seems teachers of FFL are not trained on how to integrate ICTE in their classrooms. Turungare and Rudhumbu (2020) accentuate that lack of proper training could mean teachers fail to integrate ICTE. Makumane and Mpungose (2018) opine that there is lack of preparation by schools in Lesotho to integrate technology in the teaching and learning and leads to a digital divide. A digital divide is the disparity between those who have access and those who do not have access to ICT; physical access, digital skills and usage (Dijk, 2017). Additionally, Makumane and Fru (2021) posit that rural schools in Lesotho do not have access to technological tools due to the high unemployment rate which makes it difficult to afford ICT tools. This suggests that it is difficult for certain schools to integrate ICTE in the teaching and learning of French, especially because of unavailability of ICT tools and access to the internet.

Wesely and Plummer (2021) affirm that some learners have negative attitudes towards using technology in the teaching and learning of foreign languages such as French. In the same vein, Ayanwale (2023) confirms that learners in Lesotho have negative attitude towards the use of technology in teaching and learning in secondary schools. These attitudes could hinder the integration of ICTE in the teaching and learning of FFL in secondary schools in Lesotho.

2.7 Empirical Review

The empirical review of literature on the integration of ICTE in the classroom depicts various experiences from different parts of the world. Bifouloussane (2021) conducted a study in Morocco, whose aim was to explore the integration of ICTE in the teaching and learning of FFL in secondary schools. The study used a field survey through an administered questionnaire in collecting data from 60 teachers of FFL in 12 high schools. The findings of the study revealed that ICTE played a greater role in the enhancement of language skills in the FFL class. Similarly, teachers of FFL showed a greater interest in integrating ICTE in their teaching. However, the findings also revealed that there was lack of infrastructure such as language laboratories and the internet. In addition, FFL teachers lacked ICTE training. The findings suggest that it is important to have resources that support effective use of ICTE in the FFL classroom.

On a similar note, Kromindha and Toro (2015) carried out a study in the Republic of Albania that looked at the use of ICTE in the teaching of FFL to improve learners' language skills. The study used a quantitative research approach. Data was collected from students and teachers of FFL through questionnaires. The findings revealed that using technology in the teaching and learning of FFL increases learners' participation and they become active. However, the study established that usage of ICTE was very low. Additionally, the findings disclosed that teachers have limited skills on the usage of ICTE in the teaching and learning of FFL. Teachers perceived the usage of ICTE in an FFL classroom as a positive aspect of their career as it made them competitive in the job market. Lastly, the findings revealed is the need for continuous training and support on the usage of ICTE in FFL classrooms to meet the needs of students. Therefore, the findings support the incorporation of ICTE in the teaching and learning of FFL to improve learners' language skills in the context of Lesotho.

Additionally, Emaish (2016) conducted a study that focused on the use of ICT to teach French as a foreign language at the University of Jordan. The study used two questionnaires: for professors at the university and for students. Its aim was to investigate the extent to which students and professors at the University of Jordan use information and communication technology in the teaching and learning of FFL. The findings of the study revealed that the majority of the students used ICTE in their learning of FFL, and their language skills improved. In line with that, the findings showed that ICTE saves time and improves FFL vocabulary acquisition through online dictionaries. Furthermore, Emaish's (2016) findings revealed that there was lack of ongoing training for professors to integrate ICTE to its full potential, and lack of equipped classrooms that would enable teaching and learning of FFL using technologies. The findings imply that teachers of FFL have to be equipped with technological skills in order to integrate ICTE in their teaching of FFL to ameliorate learners' language skills.

Kurata et al. (2024) carried out a study that focused on the integration of educational technologies in Lesotho secondary schools, with the main focus being in Religious Education. The study used a TPACK framework as a guide and revealed that ICTE promotes student engagement, and enhances critical thinking. Additionally, the findings disclosed that Lesotho faces obstacles in integrating ICTE in teaching and learning due to inadequate infrastructure, lack of teacher training, outdated educational policies that advocate for ICTE integration yet perpetuate the digital divide.

Based on the reported findings, the study recommends that the Ministry of Education and Training invest in upgrading technological infrastructure and ensuring that all schools have access. Furthermore, Kurata et al. (2024) recommend ongoing teacher professional development workshops with the focus on integration of ICTE into pedagogical practices. The study puts more emphasis on government's establishment of clear policies that guide the integration of ICTE in teaching and learning. Lastly, Kurata et al. (2024) advised the government of Lesotho to ensure reliable electricity and internet access for all schools including those in the rural areas. The findings of the study imply that the government of Lesotho must invest more on technological infrastructure so that ICTE can be adequately integrated in teaching and learning, particularly of FFL, to augment learners' language skills.

Thulo (2024) conducted a qualitative study in Lesotho exploring teachers' perceptions on integration of ICT in the teaching and learning of History. The study was guided by Technology Acceptance Model and Resources and Appropriation Theory as a theoretical framework. Data was generated using semi-structured interviews. The findings revealed that the perceptions of History teachers on integrating ICT in the teaching and learning of History is influenced by the lack of ICT resources. According to Thulo (2024), History teachers have limited technological skills accompanied by lack of technical support. Therefore, this implies that it is vital to have proper infrastructure that enables teaching and learning that incorporates ICTE.

In the context of Lesotho, specifically in FFL, it appears that there is lack of literature on integration of ICTE in the teaching and learning of FFL. Therefore, the current study aims to close this gap by using the qualitative research approach with participatory action research to explore the integration of ICTE to improve learners' listening skills in the teaching and learning of FFL in secondary schools in Lesotho.

2.8 Theoretical Framework

A theoretical framework is a structure or data mining lens that uses knowledge from the research done to date in the field to make sense of the data in a study (Kivunja, 2018). Kivunja (2018) avers that a theoretical framework helps in substantiating the argument in a study. Thus, it provides the philosophical, epistemological and analytical basis for research inquiry (Grant & Onsaloo, 2014). A theoretical framework serves as guide on which to build and support the study. For this study, two theories have been used namely: Technological Pedagogical Content Knowledge (TPACK)

and Technology Acceptance Model (TAM). These theories provide ways of incorporating technology effectively in FFL education while also enabling deep understanding of how learners' acceptance and use of technology in their learning of FFL can improve their language skills and performance.

2.8.1 Technological Pedagogical Content Knowledge (TPACK)

Technological Pedagogical Content Knowledge (TPACK) is a theory that was introduced to the field of educational research to understand the teacher knowledge required for effective integration of technology in teaching and learning (Mishra & Koehler, 2006). It is the extension of Pedagogical Content Knowledge (PCK) by Lee Shulman (Koehler et al., 2013). PCK was developed in the 1980s (Shulman, 1986), and involves the integration of pedagogy and content by answering the 'how' and 'what' of teaching. PCK encompasses knowledge in order to elevate teaching to the professional status (Shulman, 1986). Shulman introduced PCK to professionalise the teaching career in order to improve the quality of teaching and learning, and make it to be respected like other professions such as law and medicine (Shulman, 1987). Mishra and Koehler (2006) expanded PCK by adding technological knowledge (TK) resulting in TPACK. Mishra and Koehler (2006) opine that teachers need to not only understand content and pedagogy but also comprehend how technology can be integrated to improve teaching and learning.

Koehler et al. (2013) affirm that the development of TPACK is essential to effective teaching and learning with technology. This framework entails three main components namely: Content, Pedagogy and Knowledge. These components are divided into seven sub-components: Technology Knowledge (TK), Content Knowledge (CK), Pedagogical Knowledge (PK), Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), Technological Pedagogical Content Knowledge (TPACK) (Koehler et al., 2013; Koehler & Mishra, 2015).

TK generally refers to the knowledge about several technologies (Schmidt et al., 2009). Taopa et al. (2020) define TK as the ability of the teacher to use various technologies for the teaching and learning purpose. Thus, the knowledge of the teacher about various technologies such as projectors, laptops, emails, and learning applications is significant. In the context of the current study, this suggests teachers of FFL having knowledge and expertise in utilising several ICTE technologies used in the educational context (Koehler et al., 2013).

CK refers to the knowledge that a teacher possesses about the subject matter to be learned or taught (Luhmaya et al., 2017). Similarly, Mishra (2009) elucidates that CK is the understanding of the subject matter by a teacher. Teachers must know the content to be taught and how the nature of knowledge differs in various content areas. In support, Koehler et al. (2013) attest that teachers have to master the content that they teach. This implies that CK is the teacher's understanding of key concepts, theories and topics. In the context of this study, CK is the expert knowledge possessed by FFL teachers. For instance, FFL teachers may have knowledge in understanding the FFL curriculum; breaking down the concepts from easy to complex in order to make content understandable to learners. Therefore, it is essential for FFL teachers to have deep CK of FFL.

PK is the deep understanding of the teaching and learning processes and practices (Taopa et al., 2020). Similarly, Koehler et al. (2013) posit that PK refers to the skills that teachers possess in developing, managing and organising teaching and learning activities intended for learning outcomes. This knowledge includes but is not limited to classroom management, lesson planning, scheming, student assessment and understanding of curriculum aims and objectives. In the current study, PK is the expert knowledge that FFL teachers possess and it includes FFL teaching methods and the CEFRL framework for foreign languages teaching and learning. Luhmaya et al. (2017) argue that a teacher with deep PK is more likely to integrate technology in his/her teaching in an effective way. Thus, teachers of FFL have to possess PK in order to properly and adequately integrate ICTE in their teaching of FFL in order to improve learners' language skills.

PCK "is an integration and amalgamation of pedagogy and content which basically covers the "what" and "how" of teaching" (Shing et al., 2015, p.40). In other words, PCK is the knowledge of both the teaching and the subject matter. For effective teaching, teachers need to possess pedagogical knowledge and skills (Mishra & Koehler, 2009; Luhmaya et al., 2017). Mishra and Koehler (2006) add that PCK is the knowledge of pedagogy that is applied in the teaching and learning of specific content and knowing what teaching approach is suitable for certain topics, and knowing how to arrange content so that it can be understandable to learners. This denotes that a teacher of FFL should have sound pedagogical content knowledge in FFL to deliver content in an effective and understandable way to learners.

TCK refers to the knowledge about the way in which content and technology are reciprocally related (Mishra & Koehler, 2006; Mishra & Koehler, 2009). A teacher needs not only to know the

subject matter that he/she teaches but also the way in which the subject matter can be revolutionised by the integration of technology in the teaching and learning (Luhmaya et al., 2017). Therefore, this warrants the FFL teacher to know the subject matter and how to integrate technology in the teaching and learning process in order to augment learners' language skills. This implies that FFL teachers should master the FFL content and also have the knowledge to use various technological tools in their teaching. FFL teachers have to be aware of the most appropriate technologies for their subject matter. For instance, they may use a radio to play an audio and use a projector to display the transcription of the audio to learners.

TPACK is the intersection of CK, PK and TK. Schmidt et al. (2009) aver that TPK is about the knowledge of how several technologies can be used in teaching and learning. Along similar lines, Mishra and Koehler (2006) contend that teachers with TPACK skills may integrate technology easily in the teaching and learning process. TPACK goes beyond mere understanding of technology, content and pedagogy into how these three domains interact with each other. Thus, a teacher of FFL – equipped with TPACK skills – may effectively integrate ICTE in their teaching to improve learners' language skills.

In the context of the current study, the TPACK framework helped me to effectively integrate ICTE in the teaching and learning of FFL. For instance, the combination of CK (FFL) with pedagogical strategies enabled me to adequately integrate ICTE in the teaching and learning of FFL. On the same note, TPACK helped me to enhance the quality of teaching and learning of FFL by ensuring that learners acquire FFL language skills such as listening. TPACK supported me in exposing learners to learner-centred approaches in the teaching and learning of FFL. This method seemingly encourages learners to be active participants in the teaching and learning of FFL through the use of technological tools that enable them to learn FFL in and beyond the classroom context. TPACK enables learners to explore various listening materials such as audios, videos and interactive language applications that may improve learners' language skills, in particular, listening. The figure below depicts the TPACK domains.

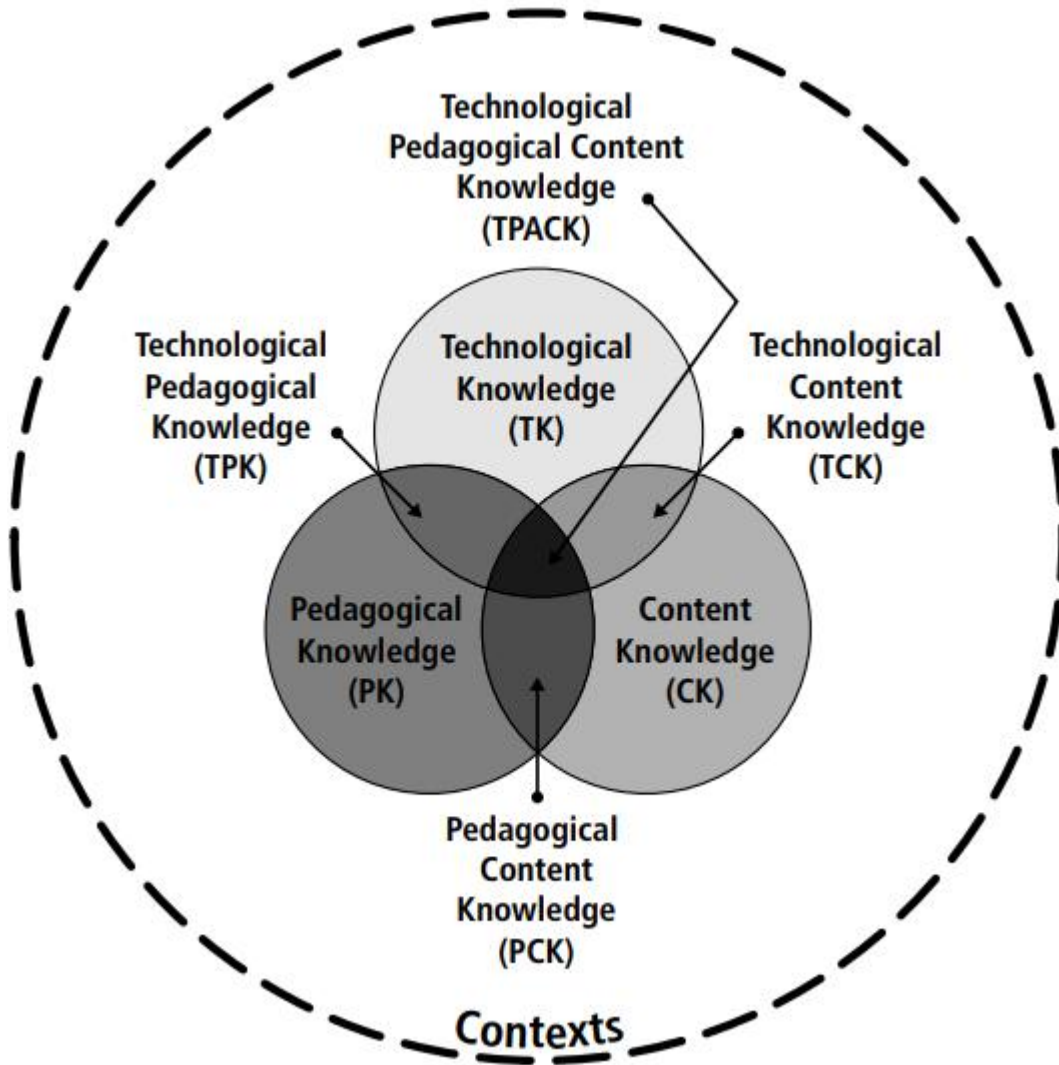


Figure 1: TPACK domains adopted from Koehler (2013)

As displayed in Figure 1 above, TPACK cuts across three domains namely: Content, Knowledge, and Pedagogy. These domains intersect and form TK, TCK, PK, CK, TPK and PCK, and they form the TPACK framework. TPACK underpins the study with its principles, which focus on the effective integration of technology in the classroom. Thus, TPACK helps to guide the incorporation of ICTE to enhance teaching and learning. Therefore, in the current study, TPACK helped me to integrate ICTE in the teaching and learning of FFL to improve learners' listening skills. TPACK mainly focuses on the incorporation of technology in the teaching and learning process but does not address the issue of acceptance, which is an essential and pertinent aspect that significantly augments effective use of technology by different individuals (Makumane et al.,

2023). In other words, TPACK as a theory is concerned with the pedagogical knowledge, content knowledge and technological skills of a learner but does not necessarily outline the issue of willingness, or lack thereof, to use technology as influenced by their attitude towards it. Therefore, to fill this gap, TAM has been incorporated to frame the study as it focuses on both sides of the divide: the acceptance and rejection of technology by learners. Notably, some learners may have technological skills but may choose not to utilise technology in their learning of FFL because they might not believe that ICTE tools can assist them to improve their language skills. Also, learners might have a negative attitude towards the use of technology in the classroom. In this study, TAM has been employed and is guided by its three principles namely: Perceived Usefulness (PU), Perceived Ease of Use (PEU) and Attitude Towards Using Technology (ATU) to explore the rejection and acceptance of technology by learners of FFL in secondary schools in Lesotho.

2.8.2 Technology Acceptance Model (TAM)

Another framework used to guide this study is the Technology Acceptance Model (TAM). TAM is a theory that was proposed by Davis in 1986 in his doctoral dissertation at Massachusetts Institute of Technology (MIT) (Davis, 1985). It is created based on the Theory of Reasoned Action (TRA) that was developed by Martin Fishbein and Icek Ajzen in 1975. It posits that human behaviour is guided by attitudes towards other humans' behaviour and perceptions of others' views (Davis, 1985; Zaineldeen et al., 2020). TRA elucidates how people's attitude and intentions influence their behaviour (Fishbein & Ajzen, 1975). Thus, this theory implies that people choose things that they want to do because of positive attitudes towards the act, and if the one has a negative attitude, it may translate into reluctance to perform such an act.

TAM studies the rejection and acceptance of technology by people (AL-Adwan et al., 2023). In the same vein, Kurata et al. (2025) define TAM as the theory that explores the factors that impact technology acceptance and usage, giving more insights into the behaviour of the user regarding technology based on their beliefs, attitudes, intentions and the complex interaction between the user and their behaviour. Zawacki-Richter and Jung (2023) and Ma (2004) opine that the motivation of individuals in using technology is based on three factors: Perceived Usefulness (PU), Perceived Ease of Use (PEU) and Attitude Towards Using Technology (ATU). In this study PU, PEU, ATU principles of TAM have been utilised to close the gaps that the TPACK principles leave.

PU is the degree to which a person believes that using technology would improve the performance (Davis, 1989). In this study, this implies that learners and teachers of FFL may easily accept the integration of ICTE in the teaching and learning of FFL when they believe that ICTE improves the quality of teaching and learning, as well as performance in FFL. Similarly, Davis (1989) defines PEU as the degree to which a person believes that using ICTE tool would be free from effort. That is, learners and teachers' belief in how easy and user-friendly the technology is. This implies that in the teaching and learning of FFL, if both teachers and learners perceive that using of technological tools is easy and user-friendly, they are likely to accept the integration of these tools (Marikyan et al., 2023). Attitude towards using technology refers to the feelings and emotions that an individual has towards the use of technology. In this context, learners and teachers of FFL may have positive or negative attitudes towards using technology in the teaching and learning of FFL (Davis, 1989; Marikyan et al., 2023).

ATU is the attitude of learners towards using technology. Davis (1989) argues that a positive attitude towards technology, influenced by perceived usefulness and ease of use, is a key factor in a user's intention to use the technology. This suggests that the positive attitudes of learners of FFL may influence the use of ICTE in the teaching and learning of FFL to improve their language skills such as listening in secondary schools in Lesotho. On the same note, Alhumsy and Alshaye (2021) attest that in Saudi Arabia, learners have positive attitudes towards the incorporation of ICTE in teaching and learning, leading to their linguistic competencies improving. Therefore, it is essential for learners of FFL to have positive attitudes towards the use of ICTE.

In this study, TAM guided me in exploring whether learners see the integration of ICTE in the teaching and learning of FFL as a means to improve their language skills such as listening. If the incorporation of ICTE improves learners' listening skills, learners of FFL may have positive attitudes and be motivated to use technology in the classroom. In addition, TAM provided a framework in helping me observe the attitudes of learners towards the integration of ICTE in the teaching and learning of FFL. Ndebele and Mbodila (2022) aver that an individual's attitude towards the use of technology determines whether learners will accept or reject it. This suggests that the attitude that learners of FFL have may determine the acceptance or rejection of integrating ICTE in the teaching and learning of FFL.

The limitation of TAM is that it focuses on the acceptance and rejection of technology but does not delve into how learners may develop the necessary skills to effectively integrate ICTE in their learning of FFL (Ma et al., 2017). In other words, TAM lacks the aspect of pedagogical and content knowledge while also seemingly not addressing the issue of technological knowledge. Therefore, the TAM gaps have been filled by TPACK as it offers a more comprehensive framework on the effective integration of technology through three components namely: Content, Pedagogy and Knowledge and their seven intersections (TK, CK, PK, PCK, TCK, TPK and TPACK). TPACK helped me to align ICTE tools with specific content for the teaching and learning of FFL. Therefore, these two theories not only helped me to address the research questions and the phenomenon under study, but also helped me to formulate a data generation guide.

Figure 2 below shows the TAM extracted from Davis et al. (1989). It shows two variables (PU and PEU) which result into the attitude in using technology. And then the behavioural intention to use and the actual system use.

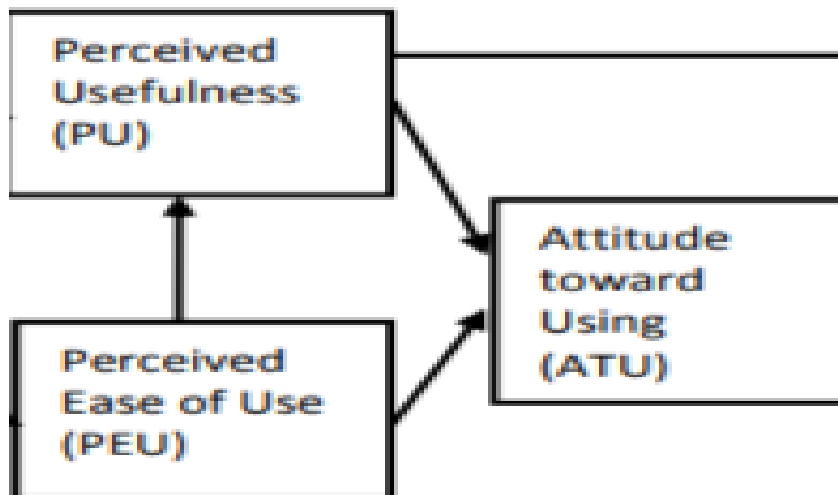


Figure 2: TAM model adopted from Davis (1989)

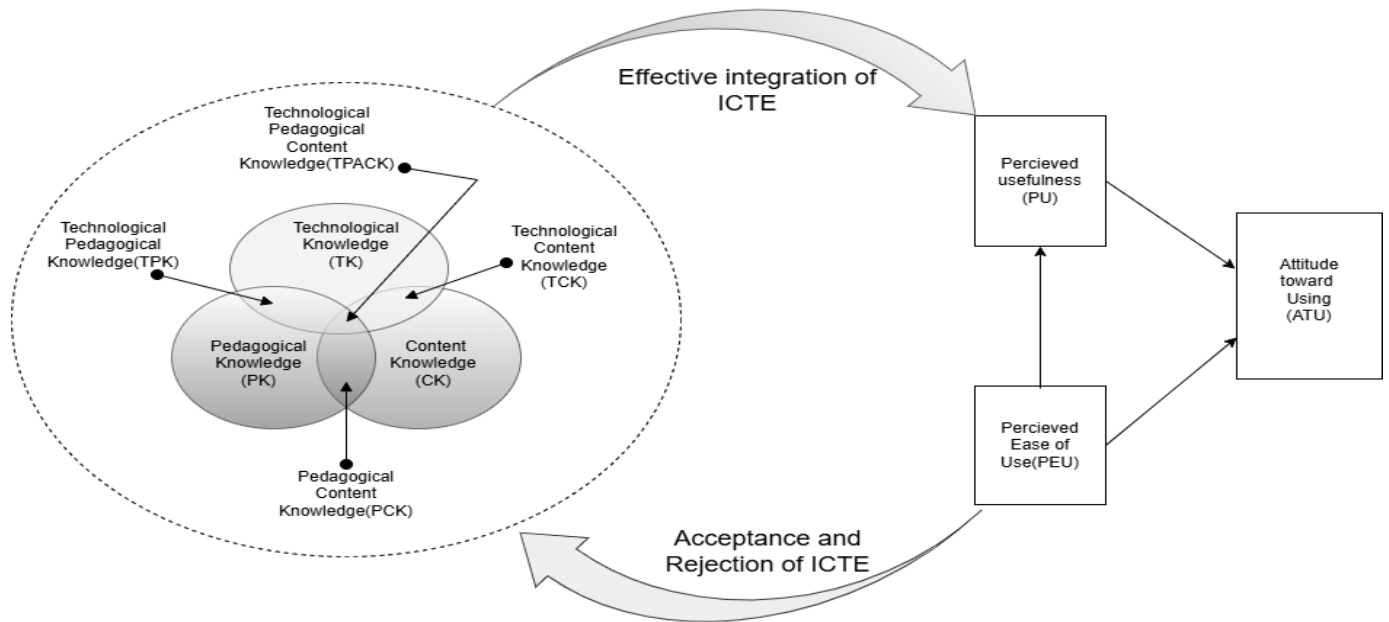


Figure 3: TPACK and TAM theories

Figure 3 above portrays the TPACK theory with its three components and their intersections, and the TAM theory with its principles. Additionally, the figure above shows how this theory closes the gap left by TAM which only focuses on the acceptance and rejection of ICTE by learners of FFL whereas TPACK focuses on the effective integration of ICTE in the teaching and learning of FFL. Thus, the figure shows the principles of TAM that close the gap left by TPACK.

2.9 Summary

This chapter presented the review of literature. It commenced by explaining the concept ICTE. Additionally, the review of literature was done comprehensibly based on the four research questions that guided the study. Also, the chapter presented the empirical review of literature based on similar studies conducted in other contexts adopting different approaches and theories. Lastly, the chapter presented the theoretical framework of the study which comprises two theories.

TPACK explores the effective integration of ICTE in the teaching and learning of FFL while TAM deals with the acceptance and rejection of ICTE by learners of FFL.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The previous chapter elucidated more on the underpinning theories and the pertinent literature. This chapter outlines the philosophical standpoint of this research namely: the critical paradigm, the research approach that underpins the study, the research design, population, sample and sampling techniques, data generation tools, data analysis, the elements of trustworthiness and the ethical considerations.

3.2 Research Paradigm

The philosophical and theoretical standpoint in this research was informed by the critical paradigm. Kivunja and Kuyini (2017) define a paradigm as a philosophical way of thinking or a set of beliefs that guide and inform the research action or an investigation. Additionally, Rehman and Alharthi (2016) indicate that a paradigm defines the researcher's philosophical orientation. It is about the researchers' belief about the world. Critical paradigm is defined as one that seeks to build an in-depth understanding of a phenomenon by exploring the conditions to determine attitudes and particular perspectives, to a situation and to find transformative ways (Kemmis, 2013) of addressing an issue.

In the context of the current study, the critical paradigm helped me to explore the existing conditions and find transformative ways (Jessop, 2012) of integrating ICTE and using teaching methods that incorporated it in the teaching and learning of FFL in one secondary school to improve listening skills. In addition, the critical paradigm helped me to emancipate participants through integration of ICTE tools. Makumane (2018) avers that this paradigm addresses the personal needs of participants through transformation and emancipation.

3.3 Research Approach

The study is qualitative in nature. Qualitative research approach deals with non-numeric data to better understand ideas, viewpoints and experiences (Kurata et al., 2025). Similarly, Chinyere and Val (2023) outline qualitative research approach as one that seeks to gather non-numerical data to produce deep insights. It encompasses data in the form of words. In the same vein, Bhandari (2023)

stipulates that qualitative research includes the generation and analysis of non-numeric data such as texts, videos or audios to understand concepts, opinions and experiences. This approach aims to gain comprehensive understanding about a phenomenon under investigation.

In the context of this study, the qualitative research approach was adopted to allow learners of FFL to provide deep insights about the integration of ICTE in the teaching and learning of FFL in improving their listening skills. Cohen et al. (2018) assert that the aim of the qualitative research approach is to understand the phenomena comprehensively. This approach enabled me to explore the challenges and benefits of being exposed to ICTE tools in the teaching and learning of FFL. Since the study aimed to address the research questions that are qualitative in nature (that require non-numerical data), it was appropriate to situate this study within the context of qualitative methodologies. Qualitative research approach was therefore utilised because it allowed me to delve deeply into how the integration of ICTE improves learners' listening skills in the teaching and learning of FFL. Additionally, this approach emphasised the understanding of the phenomena within the natural setting, as well as providing detailed insights, perspectives and contextual nuances.

Along similar lines, Creswell (2018) contends that qualitative approach allows access to first-hand information from participants while also considering views and perspectives about a particular subject. That is, according to Makumane (2018), the qualitative approach enables the researcher to gather authentic and rich data. Therefore, this approach was chosen in this study in order to get rich and in-depth insights about the integration of ICTE to improve learners' listening skills in the teaching and learning of FFL.

3.4 Research Design

A research design is a systematic plan for conducting a research study. Creswell (2018) contends that a research design outlines the overall strategy for answering the research questions or testing the hypotheses under investigation. This study employed action research as a research design. Action research is referred to as the process of studying a school, classroom or a learning activity, with the purpose of understanding and improving the quality of actions, thus, learning experiences or methods of instruction (Johnson, 2019). Similarly, Kemmis (2009) and Ellis (2012) define action research as a self-reflective enquiry done to identify the areas of concern, invent alternatives and experiment with new methods. In other words, action research seeks to come up with

innovative ways of solving the existing problem. It emphasises the integration of research and practice. Therefore, teachers participate actively in the research process while integrating ICTE in the teaching and learning of FFL. This integration facilitates a deeper understanding of how theory translates into practice and allows for immediate feedback and adjustments.

MacGinty and Water-Adams (2006) describe action research as a practical approach to professional inquiry in any social situation. It is argued that action research was brought in the field of education by Stenhouse in the development of teaching, curriculum and research (Morales, 2016). Action research helps to support teachers in studying their classroom and to improve the quality or effectiveness of teaching and learning (Puri, 2023). There are three types of action research namely: emancipatory action research, practical action research and participatory action research (PAR) (Newton & Burgess, 2008). This study falls under PAR because it allowed me to work with participants in finding an invention to help tackle the problem.

Morales (2016) posits that PAR is a type of action research which involves professional researchers operating in collaboration with members of an organisation and revolutionising the organisation. It is a learning process that includes co-learning, participation and organisational transformation. Vaughn (2020) affirms that PAR includes the research design, frameworks and methods that utilise systematic inquiry in direct collaboration with those affected by the problem being studied for the purpose of action or change. In this study, I used PAR to improve learners' poor performance in FFL listening comprehension by integrating ICTE in the teaching and learning of FFL.

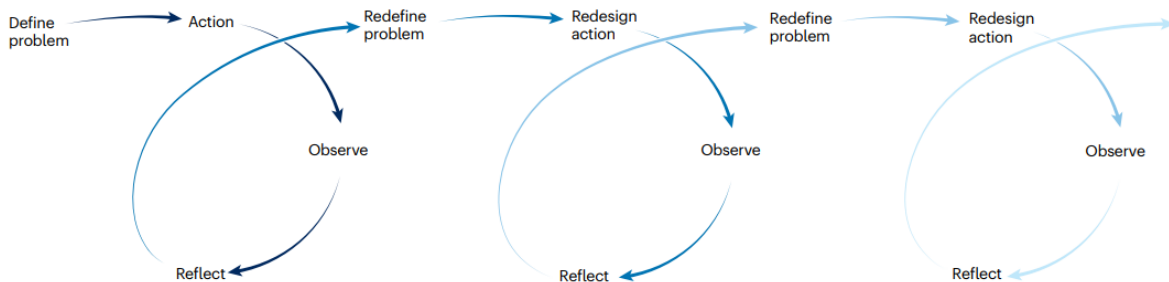


Figure 2: Participatory Action Research cycles extracted from (Cornish et al., 2023)

3.4.1 Phase one: Diagnostic phase

In this phase, I diagnosed learners and observed whether they were exposed to ICTE tools in the teaching and learning of FFL. Also, I identified whether the teaching methods that were used in the FFL classroom incorporated ICTE. Focus group discussions with learners of FFL were used to explore in-depth insights as learners have unique experiences and this tool helped me to obtain accurate and authentic data. Observations were also used to obtain first-hand information to provide actual and valid data. The findings obtained in this phase necessitated the intervention in the next phase.

3.4.2 Phase two: Transformative phase

The transformative phase served as the intervention stage of the action research. Based on the issues identified in the diagnostic phase, I intentionally integrated ICTE tools into FFL instruction with focus on improving learners' listening skills. Tools such as audio recordings, video, language learning applications and selected online platforms were introduced into lessons. Similarly, I introduced several ICTE tools and consistently incorporated teaching methodologies that adequately integrated ICTE in the teaching and learning of FFL through planning, observing and reflecting in order to improve learners' listening skills.

I used focus group discussions (FGD) with learners of FFL to obtain more information on whether ICTE tools helped them to augment their language skills, particularly listening, in the teaching and learning of FFL. Additionally, FGDs were meant to get more insights into whether the teaching methods used incorporated ICTE in the teaching and learning of FFL and to establish whether these improved FFL learners' language skills. Observations helped me to see actions and behaviours in the natural setting which gave me direct and original data.

3.4.3 Phase three: Reflective stage

The final phase of the research involved a critical reflection on the ICTE tools and teaching methods that incorporated ICTE. The aim was to evaluate whether the integration of ICTE and modern teaching strategies that incorporated ICTE genuinely contributed to the improvement of learners' language skills, particularly listening, in the FFL classroom. Also, the findings from this phase helped me to reflect on whether the teaching methods that incorporated ICTE helped to improve FFL learners' language skills.

3.5 Population and sampling

Population is the entire group of individuals that share the common characteristic and the focus in the study (Ahmad et al., 2023), out of which a sample is drawn. In the current study, the sample comprised 15 Grade 11 learners of FFL in one selected secondary school in Maseru, Lesotho. I chose Grade 11 learners because at the end of this grade they sit for DELF A1 FFL Examination which consecutive ECOL examiners' reports of FFL reveal that listening is poorly performed by FFL learners (ECOL, 2021; ECOL, 2022; ECOL, 2023). Therefore, Grade 11 learners of FFL gave me accurate and authentic data in order to respond to the research questions of this study.

3.6 Selection of research site and participants

The selection of one school in Lesotho was based on accessibility and my geographical location. The school was 2 kilometers away from my location, and was selected because it offers FFL in its curriculum. The selection of participants was based on the characteristics that learners of FFL have in regard to the phenomenon under study. Therefore, 15 Grade 11 learners of FFL were selected because they were going to write DELF A1 French Examination which ECOL examiners' reports cite as being of particular concern due to the poor performance in listening comprehension.

3.7 Data generation methods

In this qualitative study, two data generation tools were used to obtain rich and in-depth understanding of the integration of ICTE to improve learners' listening skills in the teaching and learning of FFL in one secondary school in Lesotho. That is, they were utilised in order to promote the credibility of the study through triangulation (Khoza, 2013). The table below aligns the chosen data generation tools with the research questions that underpin this research.

Research Questions	Action Research Stages	Data Generation Methods
1. What ICTE tools can be used to improve learners' listening skills in the teaching and learning of FFL in secondary school?	Plan, observe, act	Observations, Focus Group Discussions

2. What are the benefits and challenges of ICTE in improving learners' listening skills in the teaching and learning of FFL in secondary school?	Plan, act, reflect	Observations, Focus Group Discussions
3. How does the integration of ICTE improve learner's listening skills in the teaching and learning of FFL in secondary schools?	act, observe, reflect	Observations, focus Group Discussions
4. What are the teaching methods used to integrate ICTE to improve learners' listening skills in the teaching and learning of FFL in secondary schools?	Plan, observe, reflect	Observations, Focus Group Discussions

Table 1: Research questions, action research stages and data generation tools adopted from Makumane (2018)

3.7.1 Observations

Observation is a qualitative data generation tool that involves collection of data using one's senses such as looking and listening in a systematic and meaningful way (Smit & Onwuegbuzie, 2018). Similarly, Ekke (2021) propounds that observation is a data generation tool that involves the researcher monitoring and watching actions, people's behaviour and daily events, and recording the changes. This denotes that in this technique, a researcher and participants are directly involved in the setting.

Kabir (2016) argues that observations help to get first-hand data through the observation of the event. Nevertheless, my presence in the classroom caused some discomfort to learners of FFL which did not reflect a typical everyday teaching and learning environment. To curb this, I went to the FFL class four times; the first time to acquaint myself with the learners and then the second, third and fourth time to observe learners in three phases of action research. I observed learners once in each phase of action research. Additionally, I informed the participants about the aims and objectives of the study. This helped me get more detailed, rich, accurate and authentic data from the learners. A video of the classroom observations was captured.

Since this study is a participatory action research where I was teaching learners, I observed the Grade 11A class through the videos that were taken in the teaching and learning of FFL using ICTE to improve learners' listening skills. I watched these videos at the end of the lesson in order to observe every process that happened in the FFL classroom. The classroom observations helped me explore and record the classroom dynamics that directly related to ICTE in the FFL classroom. Therefore, I was able to note whether ICTE assists learners to acquire language skills such as listening in the teaching and learning of FFL. Smit and Onwuegbuzie (2018) affirm that observations help the researcher to obtain reliable and precise data. This implies that this data generation tool helped me to get authentic and rich data that was used in the current study to make accurate conclusions (Creswell, 2018; Linconet al., 2018).

3.7.2 Focus group discussions

Focus group interviews are defined as discussions done purposively on a topic or related topics happening to people with a similar background or common interest (Schrurink, 2022). Similarly, Bryman (2016) elucidates that a focus group discussion is a group work session where people with knowledge about a particular subject interact and discuss some given themes. This approach involves assembling participants into groups and asking questions that enable them to express their individual as well as collective viewpoints. This method provides the researcher with an opportunity to delve deeper into the responses of participants and to also explore issues that they may bring up (Cohen et al., 2018). Therefore, in this study, focus group discussions would provide the researcher with rich and in-depth data on the integration of ICTE to improve learners' listening skills in the teaching and learning of FFL, hence FGDs were deemed appropriate for this study.

Furthermore, focus group interviews enabled exchange of ideas and opinions which generated rich data relating to the phenomena being investigated. To substantiate this claim, Foot (2014) adds that focus group discussions delve deep into complex topics, thus generating rich data. Therefore, using them in the current study assisted the research to obtain rich and accurate data which may enhance the credibility of the study. The focus group interviews were held with Grade 11A learners of FFL. Each group comprised five learners. One of the shortcomings of focus group discussions is that some learners in a group tend to dominate the discussion leading to one-sided data. To curb this, I informed learners that they all had an equal chance to speak even if they felt that one learner had expressed their opinion because each has individual experiences. I also audio recorded the discussions in order to ensure I obtained accurate and authentic data without any personal bias. Therefore, these interviews gave me more insights on the impact of the integration of ICTE in the teaching and learning of FFL in improving learners' listening skills. Goldkuhl (2019) confirms that gathering several participants together offers the researcher the opportunity to obtain rich and in-depth data from them.

3.8 Methods of Data Analysis

Data was analysed using thematic analysis. Thematic analysis is a qualitative research method that is used to organise and analyse complex data set systematically by the researcher (Dawadi, 2020). Similarly, (Naeem et al., 2023) define thematic analysis as a research method that is utilised to identify and interpret patterns or themes in a data set, and leads to new understandings and insights. It involves the identification and reporting of patterns in a data set which are interpreted for the meaning (Xu & Zammit, 2020). Thematic analysis involves both inductive and deductive reasoning. (Naeem et al., 2023; Braun & Clarke, 2006).

On one hand, deductive analysis was utilised at the starting point as it allows the analysis of the data in relation to the themes that emerged through the review of the literature in the current study (Dawadi, 2020). Braun and Clarke (2006) indicate that in this approach, unexpected themes can be taken into consideration in order to better understand the phenomenon in the study. Thus, a large number of inductive codes may emerge during data analysis. On the other hand, in inductive analysis, the data is coded without trying to fit the themes into a pre-existing coding frame or the researcher's preconceptions about the research (Brown & Clark, 2006). In this approach, themes

emerge from the data itself. In the current study, the identified themes were teaching methods, ICTE tools, challenges and benefits of ICTE integration in the teaching and learning of FFL.

3.9 Trustworthiness

The study observed elements of trustworthiness as expected in qualitative research. The subsections below outline how these features were followed.

3.9.1 Dependability

Dependability is defined as the degree to which a study can be replicated, and whether, when there is more than one observer, members of the research team agree about what they see and hear (Nyirenda et al., 2020). Thus, it refers to whether the study can yield the same results if it is replicated with the same methods and participants. In this study, dependability was addressed by outlining all research processes that were involved in order to enable future researchers to replicate the work. Similarly, comprehensive information was provided in the methodology section.

3.9.2 Credibility

Credibility is the extent to which a source of information can be trusted or believed (Creswell, 2018). That is to say, credibility is the truth value of the outcomes of the study. It is about the congruence of the findings. The credibility of this study was influenced by the skills and knowledge that I acquired in research and writing courses. Hanson et al. (2019) indicate that credibility shows the truth of the data and the views of the participants as well as their interpretations. In ensuring the credibility of this study, I utilised multiple data generation tools (focus group discussions and observations) in order to obtain authentic and accurate data. Also, I audio recorded the responses of participants during focus group discussions with learners in order to cross-check data to enhance the credibility of the study's findings. Additionally, videos were taken in FFL classes as part of observations to make the study more credible.

3.9.3 Transferability

Lincoln and Guba (1985) and Merriam (2009) define transferability as the degree to which the findings of a study can be transferred to other contexts and settings. Equally so, transferability is defined as the extent to which the findings of the current study would be similar to those of a study conducted in similar situations. In ensuring transferability, I provided comprehensive descriptions of the research context, participants, participant selection and the research site to allow readers to

assess how applicable the findings might be to various contexts, and determine how they can be transferred to other contexts.

3.9.4 Confirmability

Confirmability is the neutrality of researcher in interpreting findings; ensuring they are free from bias, including social-desirability bias, which can be inherent since researchers design and execute tools (Nyirenda et al., 2020). On the same note, Ghafouri and Ofoghi (2016) argue that confirmability refers to how far other researchers can confirm one's research findings. In this study, confirmability was ensured by the triangulation of two theories (TPACK and TAM) and two data generation tools (observations and focus group discussions) in order to reduce the researcher's bias. This methodological approach was employed to mitigate potential bias by allowing multiple perspectives to inform the analysis and interpretation of data.

3.10 Ethical Considerations

Ethics is about what is right or wrong and what a researcher needs to do in carrying out a research (Bos, 2020). Mirza et al. (2023) affirm that ethical considerations are a set of principles that guide a researcher in conducting a study. It includes the consideration of participants' age, sex, religion, race, political views inter alia. This implies that a researcher must treat participants equally and inform them about the aim and objective of conducting the study. Additionally, ethical considerations involve the professional and personal conduct by the researcher while working with the participants in the study (Cohen et al., 2018).

In adhering to ethical considerations while conducting this study, I obtained a permission letter from the Faculty of Education which I presented to the school principal. A voluntary consent form was given to the learners who participated in this study. Importantly, I also informed them about the aims and objectives of the study, the data generation procedure and the duration of the research. Furthermore, confidentiality and anonymity were maintained by using pseudonyms instead of the real names of the participants. Also, I made them aware that they were free to withdraw at any time they wished to. For authenticity, plagiarism was avoided at all costs by frequently running my report through TURNITIN plagiarism checker. Equally so, the study used the authentic data that I obtained directly from participants.

3.11 Summary

This chapter outlined the research methodology guided by the critical paradigm and a qualitative approach. The study employed PAR in three phases: diagnostic, transformative and reflective. It was conducted in one secondary school in Lesotho with Grade 11 FFL learners selected purposively. Data was generated through focus group discussions with learners of FFL and classroom observations. Thematic data analysis was used to interpret emerging patterns. Trustworthiness and ethical considerations were also presented.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The purpose of this study is to explore the integration of ICTE to improve learners' listening skills in the teaching and learning of FFL in one secondary school. The previous chapter elucidated on the research paradigm and approach that underpinned the study. Additionally, it presented the research design of the study, which is participatory action research (PAR). In this study, PAR has three phases: diagnostic phase, transformative phase and reflective phase. It is also comprised of the research site and participant selection. Furthermore, it also delved on the data generation methods (*observations and focus group discussion*), ethical considerations and methods of data analysis used in the current study. In this chapter, the findings of this study are presented in five themes based on the following research questions:

1. What ICTE tools can be used to improve learners' listening skills in the teaching and learning of FFL in one secondary school in Lesotho?
2. How does the integration of ICTE improve learners' listening skills in the teaching and learning of FFL in one secondary school in Lesotho?
3. What are the teaching methods used to integrate ICTE to improve learners' listening skills in the teaching and learning of FFL in one secondary school in Lesotho?
4. What are the benefits and challenges of ICTE in improving learners' listening skills in the teaching and learning of FFL in one secondary school in Lesotho?

To validate the findings, direct quotations were extracted from participants' responses in the focus group discussions with learners and in the observations in order to authenticate the data.

4.2 Findings and Discussion

The section below outlines the findings and the discussion of the study. The findings were obtained from focus group discussions with learners and observations in three action research phases: phase one (*diagnostic phase*), phase two (*transformative phase*) and phase three (*reflective phase*). The findings are thematically organised and critically discussed in relation to the research questions that guided the study, the theoretical framework (TPACK and TAM) upon which the study is anchored, as well as the pertinent literature.

4.2.1 Theme 1: ICTE TOOLS

What kind of ICTE tools have you used in your French as a Foreign Language classes to help improve your listening skills?

Ghaviferkr et al. (2016) define ICTE tools as technology-based tools that are used in the teaching and learning process. These tools support all instructional processes. Sokhulu (2020) and Makumane (2023) posit that ICTE tools are divided into hardware and software tools that produce, share and store information electronically. In the present study, ICTE tools were integrated in the teaching and learning of FFL in order to improve learners' listening skills in one secondary school in Lesotho. I used two data generation tools in each phase (*focus group discussions with learners and observations*).

4.2.1.1 Phase one: Diagnostic stage

In this phase, I went to the classroom to diagnose learners in order to understand the existing context on the usage of ICTE in the teaching and learning of FFL. In this phase, 15 Grade 11 learners of FFL were interviewed through three focus group discussions to address the following question: *What kind of ICTE tools have you used in your French as a Foreign language classes to help improve your listening skills?* In response, learner A from group A responded that: *“sometimes we use radio, speaker and laptop for listening exercises in a French class”*. Similarly, learner E from group B added that: *“we sometimes watch conversations on a laptop”*. Interestingly, learner D, from group C stated a similar response to the other learners: *“we use a laptop and a projector”*. Learner C from Group C added: *“we also use projector in double lessons”*.

These similar responses from learners demonstrate that learners of FFL were not regularly using ICTE tools in their learning of FFL. From Group C, learner A revealed that: “*in most lessons in a week, ICTE tools were used only once or not used in a French class*”. Therefore, this seems to suggest that ICTE tools were not regularly incorporated by learners in the teaching and learning of FFL.

In order to effectively integrate ICTE in teaching and learning, ICTE tools must be used more often due to their significance and the role they play in improving learners’ listening skills (Meddelin, 2021). On a similar note, findings from observations confirm that ICTE tools such as radio, projector, speakers and laptop were sometimes used in a French class at the school where data was generated. In a double period, a radio, a projector, a laptop and speakers were sometimes used in the FFL classroom. The above suggests that ICTE tools were not being used regularly by learners in their learning of FFL.

This implies that technological knowledge (TK) by learners may reflect deficiencies in FFL because the ICTE tools that enhance their listening skills were used in a limited way in the French classroom. Additionally, the inconsistent usage and integration of ICTE tools in the FFL classroom led to low perceived ease of use (PEU) and moderate perceived usefulness (PU) because of infrequent exposure of ICTE tools. Davis (1989) affirms that learners embrace the usage of technology if they believe it helps them to succeed academically (PU) and if the technology is easy to use and is accessible (PEU), which together influence their intention to adopt and use it. The findings from this phase highlight a significant need for consistent integration of ICTE tools in the teaching and learning of FFL in order to not only improve learners’ listening skills but to also build their confidence, autonomy and motivation.

In corroboration, Bifoulloussance (2021) attests to the need to integrate ICTE in the teaching and learning of foreign languages. Thus, the findings in this phase reveal the need to incorporate several ICTE tools in the teaching and learning of FFL in order to improve learners’ listening skills. Additionally, the findings in this phase prompted me to regularly and consistently integrate ICTE tools in the FFL classroom so that learners may use them to improve their listening skills.

4.2.1.2 Phase two: Transformative phase

In this phase I used several ICTE tools in the teaching and learning of FFL. Focus group discussions with learners of FFL and observations were used to generate data. Learner B from Group A stressed that: “*we used several ICTE tools such as internet, WhatsApp, projector.*” In addition, Learner D from Group B declared: “*we used language learning applications such as Reverso, French verbs in the French class*”. In Group C, learner C stated: “*we used YouTube to watch conversations and dialogues*”. These responses reveal that learners were using ICTE tools in their learning of FFL.

In this phase, I noted a significant change in learners’ engagement, compared to the diagnostic phase. There was a marked increase in their participation and interaction in FFL activities. Learners appeared more confident and motivated, often taking the initiative to explore ICTE resources beyond what was provided in class. These findings are supported by Djabbarova (2020) that ICTE tools allow learners to learn beyond the classroom context. This behavioural shift illustrates the potential of ICTE tools not only to enhance listening skills but also to transform passive learners into active participants. Such improvement suggests a growing PU and PEU, as postulated in Davis’ (1989) study. This aligns with Negoesco and Boștină-Bratu’s (2016) findings that ICTE tools can increase learners’ motivation and make the language learning experience more dynamic and engaging.

Similarly, findings from the observations revealed that learners of FFL embraced the use of ICTE tools in the classroom. For instance, in a lesson where I taught « *louer un appartement* » (hiring an apartment), learners watched a conversation that was projected in the classroom from YouTube. I observed that learners accepted the use of ICTE tools such as laptop, speakers, YouTube, and Reverso application. This affirms that in the FFL classroom, several ICTE tools were incorporated by learners and in order to improve their listening skills. In other words, learners of FFL accepted the use of ICTE tools because they believed the tools help them to improve their listening skills.

The findings in this phase indicate that learners accepted the use of ICTE tools in the FFL classroom and were actively engaged with a variety of tools. They also expressed that these tools played a supportive role in enhancing their understanding and application of FFL, particularly in listening activities. Learners highlighted tools such as YouTube, Reverso Application, and WhatsApp as valuable in reinforcing classroom content and improving their language proficiency.

This enthusiastic response suggests that learners recognised the practical benefits of ICTE for developing language skills, especially listening. Their attitude reflected a positive, and both the PU and PEU were high.

Moreover, these findings align with Becerra and Perleza (2021) and Karthikeyan and Dinesh (2019) who affirm that ICTE tools play an essential role in the teaching and learning of FFL by improving learners' listening skills and increasing their engagement with listening exercises and activities. Similarly, Shalmlan (2017) indicates that ICTE augments learners' listening skills by increasing learner-to-learner and learner-to-teacher interaction in the FFL classroom, while it also improves learners' motivation. In this phase, learners demonstrated greater motivation and ownership of their learning. The ability to access authentic language resources and interactive platforms facilitated a more dynamic and student-centred learning environment. Thus, the integration of ICTE tools appeared to foster not only improvement of listening skills but also learner autonomy and confidence in using the FFL (Meddelin, 2018; Rodríguez-Cevallos & Macías-Loor, 2024; Negoesco & Boştină-Bratu, 2016).

In summary, this phase established that ICTE tools were consistently incorporated by learners in the FFL classroom in order to improve their listening skills. This is in line with Çakici (2016) who claims that integration of ICTE tools in the teaching and learning of foreign languages such as French helps to augment learners' listening skills because it exposes them to native speakers of a language (French) and makes the lesson interactive.

4.2.1.3 Phase three: Reflective Phase

In this phase, responses from participants during the focus group discussions testify that ICTE tools were consistently and regularly integrated in the FFL classroom by learners. For instance, in group A, learner A said: *“we used a laptop and the video was projected using a projector and speakers.”* This response revealed that learners were exposed to listening to French speakers which augmented their pronunciation. Similarly, learner C declared: *“we used YouTube.”* These affirmations show that ICTE tools were regularly used in the French class. Additionally, learner B from group B stated: *“we watched videos and conversations on YouTube”*. Learner D added: *“we used WhatsApp to get some notes and audios.”* This implies that learners were exposed to speakers of the French language, thus enhancing their listening skills. This supports Azmi (2016) who

claims that videos and YouTube conversations help learners to acquire listening skills in the teaching and learning of a foreign language.

In group C, learner E affirmed as follows:

Language applications such as Reverso and French verbs application helped us to learn French on our own even outside French class.

This implies that learners were able to learn the French language in and outside the classroom context. This affirms the claim by Nataliia (2022) that usage of ICTE tools in the teaching and learning of FFL helps learners to learn in the classroom and at any environment on their own.

Similarly, findings from the observations revealed that learners of FFL used ICTE tools such as YouTube, reverso application, laptop and projector. A noticeable observation was that several ICTE tools such as speakers, projectors, laptops and YouTube were consistently used in the teaching and learning of FFL. This seems to suggest that these ICTE tools were frequently being used in the French classroom. Lin et al. (2017) attest that the frequent use of ICTE in the teaching and learning of FFL improves learners' listening skills.

Based on the findings of the current phase, it appears that learners of FFL embraced the use of ICTE tools in the FFL classroom. This was not the case in the first phase because learners did not consistently utilise ICTE in the teaching and learning of FFL. Additionally, these findings imply that learners had a positive attitude towards the use of ICTE tools in the FFL classroom because it was observed that when they regularly used ICTE tools in phase two, their listening skills improved. The positive attitude of learners towards the usage of technology denotes that they may accept and embrace it (Ardies et al., 2014), which could also mean significant improvement of their listening skills. Becerra and Perleza (2021) underscore that ICTE tools play a crucial role in improving learners' listening skills in the teaching and learning of FFL.

Generally, these findings highlight the need for the Ministry of Education and Training (MoET), teachers and policy makers to recognise the importance of providing adequate infrastructure and resources that enable effective integration of ICTE in the teaching and learning of FFL in order to improve learners' listening skills.

4.2.2 Theme two: INTEGRATION OF ICTE IN THE FFL CLASS.

How does the integration of ICTE improve learners' listening skills in the teaching and learning of FFL?

Integration of ICTE involves the usage and incorporation of technological tools in the classroom in order to enhance the quality of teaching and learning (Ghaviferkr et al., 2015). Thus, it is about the using technology in the classroom to facilitate the teaching and learning process. The integration of ICTE in the teaching of foreign languages such as French helps to revolutionise the teaching process by allowing learners to acquire all language skills (Zhang & Zou, 2022). In relation to the integration of ICTE, I used two data generation tools in each phase (*focus group discussions with learners and observations*).

4.2.2.1 Phase one: Diagnostic phase

In this phase, focus group discussions were initiated with learners of FFL in order to understand the existing context of integrating ICTE in the teaching and learning of FFL to improve their listening skills. Again, observations were carried out in the French classroom. As mentioned by learners in the previous theme that ICTE tools were not regularly and consistently used in the French classroom, in this phase participants responded that when the tools were consistently used, their pronunciation improved. The question posed was: *“How does the integration of ICTE improve learners' listening skills in the teaching and learning of FFL?”*

In response, learner A from group A stated: *“the usage of these tools help us to watch videos that help us to improve our pronunciation and listening skills”*. Similarly, learner D from group B pointed out:

If these tools are used more often in a French class, they improve our spelling and vocabulary, especially when videos are being projected.

Learner E in group C added: *“listening to audios helps me to perform better in French listening by getting used to it”*. This suggests that if the integration of ICTE is consistently and regularly done in the FFL class, there is a potential to improve learners' listening skills. In other words learners are likely to accept the use of ICTE because they would believe that it helps them to acquire listening skills.

The above statements corroborate Tasci's (2022) findings which underscore that the use of ICTE in the FFL class improves learners' vocabulary and spelling. This suggests that in order to improve their listening skills and pass listening comprehension, learners need to have adequate vocabulary. In other words, when learners utilise ICTE in the French classroom, they get accustomed to French words and pronunciation, which improves their language skills, inclusive of listening, because all language skills form a holistic understanding of a language (Paudel, 2021).

Findings from the observations confirmed that learners' listening skills are augmented if there is effective integration of ICTE. Also, regular integration of ICTE in a French classroom exposes learners to native speakers of a language which improves their listening skills. Therefore, these observations seem to suggest that if ICTE is consistently and regularly integrated in the teaching and learning of FFL, it may improve learners' listening skills. This is in agreement with Hong (2020) that integration of ICTE in the teaching and learning of FFL may enhance learners' listening skills.

The findings from this phase clearly indicate that learners are open to and benefit from the integration of ICTE in the FFL classroom, particularly with regard to improving listening skills. However, the lack of regular and consistent integration suggests gaps in technological integration capabilities (TPACK) and, potentially, their acceptance or confidence in using these tools (TAM). Therefore, findings in this phase affirmed the need for frequent and consistent integration of ICTE in the teaching and learning of FFL in order to improve learners' listening skills. Lastly, findings in this phase prompted me to regularly incorporate ICTE in the FFL classroom in the second phase.

4.2.2.2 Phase two: Transformative phase

In phase one I aimed to understand the existing context of integrating ICTE in the teaching and learning of FFL to improve listening skills. In this phase, the primary aim was to explore whether consistent integration of ICTE in the teaching and learning of French was transformative. Thus, in this phase I consistently integrated ICTE in the FFL classroom. During focus group discussions, learners revealed that the integration of ICTE helped them to acquire listening skills. In group A, learner C stated: *“the usage of ICTE in a French class helps us in improving our listening skills”*. Similarly, learner D attested that *“we understand French better and our pronunciation is improved”*. In group B, learner A stated: *“I learn new words which improves my vocabulary”*. This seems to suggest that the incorporation of ICTE in teaching helps learners to acquire listening

skills. This confirms the claim by Bifoulloussance (2021) that the integration of ICTE in the teaching and learning of FFL helps to ameliorate learners' listening skills.

Additionally, learner B in group C revealed that “*projectors help us to see French words clearly and also see the French ascents and therefore of our spelling is improved*”. On the same note, learner E in the group asserted that “*we learn words everyday which improves our vocabulary and also the class is interesting*”. This implied that integration of ICTE in a French class immensely helps learners to improve their vocabulary and spell French words correctly. This reinforces Hong's (2020) claim that some learners of FFL perform poorly in listening comprehension because they lack vocabulary. The findings of this phase reveal that consistent integration of ICTE in the French classroom helps learners to improve vocabulary. This therefore suggests that learners' acquisition of additional vocabulary could facilitate improvement of their pass level in listening comprehension.

Findings from the observations confirmed that the consistent and regular integration of ICTE in the teaching and learning of FFL helps in improving learners' listening skills. It was observed that learners are more interactive when they are exposed to videos and audios, thus improving their pronunciation, spelling and listening skills. For instance, in a class where I was teaching learners « la météo » (weather), I projected DELF A1 conversations from YouTube in the classroom using a laptop and speakers. Learners were very interactive in that class as I gave them activities which, among others, required them to talk about weather in their villages in groups. Ultimately, I gave them audios describing weather in a WhatsApp group so that they could learn on their own at home. Some improvement on the use of auto evaluation was observed (*la grille d'autoévaluation*). In the first phase, there learners were not sure what they could be able to achieve with their French skills, but in this phase they said they were at level A1.1 (*niveau A1.1*).

In the above lesson, learners were very interactive and motivated in the FFL class. I observed that audios and videos involving native speakers of French make the learning of the language almost similar to the way it happens in a natural setting hence more vocabulary is acquired. Rodríguez-Cevallos and Macías-Loor (2024) avow that these tools offer an opportunity to learners to interact in a foreign language by listening to songs, watching videos and movies in the target language. These ICTE tools are more motivating and interesting to learners (Negoesco & Boștină-Bratu, 2016). Similarly, Omar (2020) and Assylzhnova et al. (2024) argue that multimedia resources such

videos and audio are watched and listened to by learners in and outside the classroom, which improves their listening skills. Therefore, this implies that integrating ICTE in the teaching and learning of FFL helps learners to augment their listening skills.

The assertions above denote that the integration of ICTE in the teaching and learning of FFL helps to improve learners' listening skills. This is supported by Deja (2015) who avers that usage of ICTE in the teaching and learning of a foreign language helps to improve learners' language skills. As a result, the findings in this phase reveal that the usage of ICTE tools in FFL classrooms makes learning more interesting for learners and enhances their motivation. In addition, the findings in this phase reveal that learners of FFL had a positive attitude towards the integration of ICTE in the FFL classroom because they believed that ICTE tools help them to improve their listening skills. Therefore, learners accepted the use of ICTE in the FFL class. Lastly, their PU and PEU were high in regard to the utilisation of ICTE in the FFL classroom.

4.2.2.3 Phase three: Reflective phase

While the previous phase focused on the consistent integration of ICTE in the teaching and learning of FFL, this phase aimed at evaluating of the outcomes from the integration of ICTE in the FFL classroom. Focus group discussions with learners revealed that the integration of ICTE in the French classroom plays a fundamental role by deepening and improving learners' language skills in the teaching and learning of FFL. In group A, learner C said: *“our listening skills are improved and we become familiar with words”*. Equally so, learner A in group B highlighted that *“we acquired enough vocabulary to speak, read, write and to listen with”*.

This implied that integration of ICTE helps learners to augment their language skills which forms a holistic understanding of a language (Paudel, 2021). Therefore, the findings confirmed Fatih's (2016) findings which claim that effective integration of ICTE helps to improve learners' listening skills in the teaching and learning of FFL. This is also affirmed by learner D in group C that usage of ICTE in the French class improves listening skills. Learner D affirmed that:

The French class is interesting and were are able to learn French on our own using French language learning applications such as reverse, French verbs and YouTube DELF A1 video conversations.

The above declarations imply that learners of FFL accepted and embraced the use of ICTE in the teaching and learning of FFL. From these assertions, it is apparent that ICTE tools motivate and encourage learners in the teaching and learning of French. In corroboration, Kalnina and Kango (2009) and Fatih (2016) affirm that ICTE tools provide learners with diverse and interactive resources that cater to various learning styles. Also, Njoku (2015) and Taole (2024) affirm that usage of ICTE tools such as language learning applications and YouTube enables learners to produce their own knowledge. Therefore, integration of ICTE in the FFL classroom helps improve the listening skills of learners.

In the same context, the findings from the observations affirmed that the integration of ICTE helps learners to improve their language skills such as listening, hence the observation that integration of ICTE in a French class exposes learners to native speakers of the French language and therefore learners are accustomed to French speakers. This implied that learners of FFL become used to French speakers and the correct pronunciation, thereby improving their language skills and performance in French DELF A1 French exercises. Additionally, findings from the observations revealed that integration of ICTE in the French class exposes learners to authentic materials which make learners to be interactive and increase their participation in the French classroom. To support this, Golonka et al. (2024) assert that integration of ICTE increases learners' motivation in the lesson. Thus, their listening skills of FFL learners is improved through the usage of ICTE that motivates and encourages learners in the FFL classroom. This is in accordance with Krimidh and Toro (2015) who claim that integration of ICTE enables learners to access authentic materials that were not meant for classroom teaching but that entail rich native-like language. Thus, learners' listening skills are enhanced.

The findings in this phase reveal that ICTE plays an essential role in the teaching and learning of FFL by augmenting learners' listening skills. In agreement, Tasci (2022) and Tulzapurkar (2022) postulate that learners play active roles in an ICTE-enhanced class which helps improve language skills. The findings further revealed that learners believed in the integration of ICTE to improve listening skills (PU). In a similar vein, the findings indicated that learners utilised ICTE tools because they were accessible and available in the FFL class (PEU).

4.2.3 Theme three: TEACHING METHODS

Which teaching methods were used in the teaching and learning of FFL that incorporate ICTE to improve learners' listening skills?

Teaching methods play an integral role in the teaching and learning process (Munna & Kalam, 2021). This theme is about the teaching and learning methods that incorporated ICTE in the FFL classroom in three phases of action research in order to improve learners' listening skills. I used two data generation tools in each phase (*focus group discussions with learners and observations*).

4.2.3.1 Phase one: Diagnostic phase

This phase was meant to understand the existing context on the integration of teaching methods that incorporated ICTE in the teaching and learning of FFL. Data from the focus group discussions with learners revealed that few teaching methods were used and they rarely incorporated ICTE.

Learner B in group A said:

Our teacher used to write on the chalkboard and then explain to us but sometimes we rarely used listening exercises.

In group B, learner D declared:

We used to read some dialogues in Et toi? Niveau 2 book although it was difficult to understand the pronunciation.

Learner E in Group C stated:

Sometimes we used a projector to revise DELF A1 listening exercises but we used to do more writing and reading than listening and speaking.

The responses above reveal that the teaching methods used in the French classroom minimally incorporated ICTE, implying that the methods did not support the development of listening skills. Learners were not getting enough exposure to authentic materials that include spoken French by native speakers so it limited their ability to internalise French pronunciation whereas DELF A1 French Examinations (*listening*) audios are made by French or Francophone people.

Findings from observations corroborate those from focus group discussions as it was observed that there was little evidence that multimedia and audios were used to support listening. The previous statements by the participants revealed that the teaching methods used in the FFL classroom did

not fully integrate ICTE nor incorporate listening exercises. This suggested that the methods used exposed learners to listening exercises in a limited way, which hindered them from acquiring listening skills.

The limited use of ICTE-based teaching methods suggests the need for a pedagogical shift from traditional towards more interactive teaching methodologies that incorporate ICTE in the teaching and learning of FFL in order to improve learners' listening skills. This denotes that learners' PU of ICTE in the FFL classroom was low. During focus group discussions, learners expressed limited exposure to technology-based learning. Seemingly, their perceptions of its value remained underdeveloped. Therefore, they perceived it as less useful or difficult to use, which hindered their adoption (Linus et al., 2025). Davis (1989) argued that PU and PEU are crucial factors in regard to the acceptance and rejection of ICTE by learners, and those who perceive technology as helpful and simple to use are more likely to embrace it.

These findings underscore the urgent need for a pedagogical shift away from traditional approaches towards more interactive, learner-centred and technology-based methodologies that integrate ICTE meaningfully in teaching and learning. Such a transformation is critical to not only engaging learners but also enhancing their listening comprehension through exposure to varied, authentic and diverse multimedia resources. As a result, in the second phase I consistently integrated ICTE in the French classroom using teaching methods that integrated ICTE.

4.2.3.2 Phase two: Transformative phase

This is the phase where I introduced and integrated ICTE tools into the FFL classroom by employing several teaching methodologies designed to enhance learners' listening skills. I employed teaching methods such as action oriented approach, communicative approach, gamification, blended learning and project-based learning. These methods integrate ICTE in the teaching and learning of FFL (Altun, 2015). During the focus group discussions, learner A in group A responded that *“now we are watching French conversations on the laptop and on a projected board, it helps us to improve our listening skills”*. Additionally, learner C articulated: *“we watched a scenario from a laptop on buying and selling and then we made groups to play the role of buying in a supermarket”*. These affirmations reveal that the teaching methods that were used did not only incorporate ICTE in the teaching and learning but also encouraged learners' participation in the French classroom.

For example, when I was teaching learners on « *acheter et vendre les fruits* » (*buying and selling of fruits*), they watched a projected video from YouTube in class and then I gave them a task to perform a buyer and seller scenario. Learners were motivated and interactive in that class, in accordance with Bifoulloussance (2021) and Mimis et al. (2023) who underscore that integration of ICTE in the FFL makes an interesting and motivated classroom. Therefore, learners accepted and embraced the integration of ICTE in the FFL classroom.

In addition, learner B in group B stated that “*we listened to French songs and wrote lyrics, it was interesting*”. Learner C said “*we were also being taught using WhatsApp*”. These responses revealed that learners were taught in and outside the classroom using ICTE tools such as WhatsApp and by also listening to French music. Thus, the teaching methods that I employed integrated ICTE in the teaching and learning of FFL. In Group C, learner D stated that “*we were given a project to do and do research on the internet and then do presentations in class*”. These responses reveal that learners of FFL were doing some projects, which is a project-based type of learning that incorporated the use of ICTE. This teaching method allows learners to learn at their own pace at home, and their listening skills are improved (Altun, 2015). These above responses from focus group discussions affirm that the teaching methods that I used in the FFL class in this phase incorporated ICTE in order to improve learners’ listening skills.

The findings from observations confirmed the findings from focus group discussions. Thus, I observed that the use of videos and audios involving French speakers through laptops and speakers was helpful to the learners. They performed some task in class that was done at home through the usage of the internet. Their responses affirm that the teaching methodologies that I employed incorporated ICTE in order to improve learners’ listening skills. This is in agreement with Omar (2020) and Golonka et al. (2024) who argue that teaching methods that incorporate ICTE in the teaching and learning of FFL help to promote learner engagement, improve comprehension, and facilitate the development of practical language skills. In particular, the use of authentic audio and video materials significantly improves learners’ listening skills by exposing them to native pronunciation and real-life conversational contexts, thereby enhancing their ability to understand spoken French in various communicative situations. Therefore, their listening skills improve.

The findings from this phase show that learners' TK was improved as they used technology on their own during preparations for projects and presentations. Thus, learners embraced the use of technology in the French classroom because they believed it helped them to acquire listening skills. Additionally, learners had a positive attitude towards the use of ICTE tools in the teaching and learning of FFL. Ardies et al. (2014) accentuate that positive attitudes of learners towards the use of technology make them to adopt technology. Such an attitude is therefore instrumental in the adoption of technology for learning purposes.

4.2.3.3 Phase three: Reflective phase

This was the final phase which reflected on the use of teaching methods that incorporated ICTE in the teaching and learning of FFL. Focus group discussions and observations were used as data generation tools in this phase. During the focus group discussions, learner A in group A stated that: *“we work in pairs after watching a video. It helps us to remember what we saw and heard”*. Learner B highlighted that *“we listen to an audio and then respond to questions asked by our teacher”*. These responses reveal that learners were actively engaging with authentic audio-visual materials that exposed them to native speakers of the French language. This approach reflected communicative and action-oriented teaching methods that incorporate ICTE.

Additionally, learner C from group B added:

Sometimes the teacher sends us audio via WhatsApp to practise, and it's easier to learn with that than just reading.

In the same vein, learner E in group C responded:

Doing presentations helped me to listen more carefully to what others were saying and learn new words.

These responses demonstrate that teaching methods such as blended learning and project-based learning were incorporated in the teaching and learning of FFL in order to improve learners' listening skills.

The findings from observations corroborate those from the focus group discussion. I observed that learners were excited to play French games after watching videos. Similarly, the findings from observations reveal that learners were doing role playing based on YouTube scenarios for DELF A1. Their responses indicate that several teaching methods such as communicative approach,

action-oriented approach, blended learning – that incorporated ICTE in the teaching and learning of FFL – were used to improve learners’ listening skills. Based on the responses, it is evident that these ICTE tools gave learners enough exposure to native speakers of French which helped improve pronunciation and vocabulary.

The findings in this phase reveal that there was high PE and PEU by learners of FFL in the French classroom through the integration of teaching methods that incorporated ICTE. Also, learners were able to learn French in and outside the classroom context. This is in agreement with Assylzhanova et al. (2024) who claim that integration of ICTE in the FFL classroom does not only promote learner autonomy but also makes learners to control their learning pace by having the opportunity to learn in and outside the classroom setting. Thus, these teaching methods not only improved learners’ attitude towards technology (ATU) but also improved their TK. The findings disclosed that the teaching methods helped learners to improve their listening skills.

4.2.4 Theme four: BENEFITS OF ICTE INTEGRATION IN THE FFL CLASS

What benefits have you noticed when using ICTE tools to improve your listening skills in the teaching and learning of FFL?

This theme explored the benefits of integrating ICTE in the teaching and learning of FFL in improving learners’ listening skills. Sadiku (2015) posits that ICTE in the teaching and learning of FFL offers several benefits to learners. I used two data generation tools in each phase (*focus group discussions with learners and observations*) to establish what some of these benefits could be.

4.2.4.1 Phase one: Diagnostic stage

In this stage, I used focus group discussions with learners and observations in order to understand the existing context. During the focus group discussions, learner A in group A attested that “*when our teacher used radio to listen some audios, it helped us to pronounce words correctly*”. Similarly, learner B stressed that “*when watching conversations, they helped us to understand French better.*” In addition, learner D responded that “*helps us to get good marks in listening comprehension if it’s used frequently in French class*”. The above affirmations indicate that ICTE plays a vital role in the teaching and learning of FFL if it is utilised regularly.

Additionally, learner B from group B pointed out that “*watching French conversations helps us to get used to some new words.*” Also, learner D stated that “*I listen to French audios exercises, I*

become familiar with French language.” Therefore, this implies that learners acquired vocabulary that could help them to pass listening comprehension. Lin et al. (2017) affirm that having adequate vocabulary makes one to pass listening comprehension. In group C, learner E affirmed that *“the consistent usage of ICTE in French class helps to pronounce words correctly.”* This suggests that consistent integration of ICTE in the teaching and learning of FFL helps learners to pronounce words correctly, and could improve performance in listening comprehension.

Additionally, findings from the observations highlighted that learners learn French in an original form when ICTE is consistently used in a French class. Similarly, I observed that usage of a projector helps learners to acquire new words. These observations attest that regular incorporation of ICTE offers several benefits to learners of FFL as stated above and it helps to improve their listening skills. This is affirmed by the following statement that using speakers and a laptop helps learners to pronounce words correctly. Thus, their vocabulary improved through the usage of ICTE tools in the teaching and learning of FFL.

To sum up, it is evident that ICTE was not consistently integrated in the teaching and learning of FFL. Therefore, this implies that TK among learners was low and they perceived the PU of ICTE as high, yet their PEU was low due to lack of consistency in integrating ICTE in the teaching and learning of FFL. Thus, findings from this phase suggest the need to use ICTE tools such as radio, projector and laptop whereas it is depicted from participants’ responses that there was no frequent use of ICTE in French classes.

4.2.4.2 Phase two: Transformative phase

In this phase, two data generation tools – focus group discussions and observations – were utilised. During focus group discussions, learner A from group A stated that *“learning of French is easy”*. This implies that the integration of ICTE helps learners of FFL to easily learn and improve their listening skills through the usage of ICTE (Purnama, 2023). Also, learner B added: *“it helps to improve my oral and listening examination”*. This suggest that the usage of tools such as radio, YouTube and WhatsApp helps to improve learners’ listening skills through exposure to native speakers of a language, which makes learners accustomed to speakers of the French language. The DELF A1 French listening examination is conducted by native speakers of French and Francophone, hence learners’ academic performance in listening may be improved because they get used to native speakers. Learner E declared: *“it helps me to improve my everyday speaking of*

French". In group B, learner B added: *"it helps me to improve my language skills and performance"*, while learner C stated that *"my pronunciation is improved"*. Additionally, learner D highlighted that *"we are exposed to real life speaking of French"*. In extension, learner E said that *"it exposes us to native speakers which improves our vocabulary and pronunciation."*

The affirmations above reveal that ICTE tools expose learners to authentic materials that entail native speakers of French and make learners interactive. To support this, Olga and Nataliia (2022) assert that these materials make learners to interact with native speakers of French language and thus, enable them to get rich language, acquire vocabulary and enhance language skills such as speaking, reading, writing and listening. Similarly, Mimis et al. (2023) and Çakici (2016) underscore that ICTE makes learners to be active participants in the teaching and learning of FFL. Therefore, it is beneficial for learners of FFL to utilise ICTE in the classroom.

In group C, learner A pointed out that *"with the usage of French applications and YouTube, I learn French in and outside the classroom"*. In the same vein, learner C said that *"we are given notes through WhatsApp which makes learning more easy and interesting"* while learner D discovered that *"my attention and interest in the French class is increased"*. This is consistent with Deja (2015) who affirmed that the usage of ICTE in the teaching and learning of a foreign language makes a class more interesting and increases the participation of learners. Similarly, Mimis et al. (2023) attest that ICTE makes FFL to be fun and appealing which makes learners to access more knowledge that augments their listening skills. The above responses indicate that the integration of ICTE offered several benefits. This therefore implies that learners accepted the use of ICTE in the classroom because they believed it would help them to improve their listening skills which they would put to good use in the French classroom.

In corroboration, data from observations revealed increased learner participation in the French class. This suggest that ICTE tools arouse learners' attention in the teaching and learning of French. Sadiko (2015) affirms that the incorporation of ICTE in the teaching and learning of FFL makes learners actively participate in class. Thus, they acquire more listening skills. In a similar vein, Omar (2020) affirms that the integration of ICTE provides learners with strong classroom activities that encourage their interaction and participation in the FFL classroom.

Similarly, I observed that ICTE tools motivate learners. This implies that teaching and learning of French became more interactive when French DELF A1 conversations were incorporated to make

learners more attentive. I also observed that they develop their listening skills through acquisition of more vocabulary. This was done through watching and listening to videos, audios and YouTube. Lin et al. (2017) attest that integration of ICTE in the teaching and learning process makes learners to acquire more vocabulary and good pronunciation of words.

Equally so, I observed the positive attitude of learners towards the usage of ICTE in the French class. Wesely and Plummer (2021) avow that when learners have a positive attitude to the use of technology in class, it is not only because they accept it but also because and it is accessible and they believe it helps them to pass. In this context, it helped them to acquire listening skills. Additionally, the positive attitude is a result of learners' motivation and encouragement towards the FFL lesson in regard to utilisation of ICTE in the French classroom (Blake, 2013; Golonka et al., 2024).

The findings in this phase confirm that the integration of ICTE in the teaching and learning of FFL benefited learners in various ways in improving listening skills. Also, the findings revealed that learners of FFL accepted the usage of ICTE. Moreover, the findings in this phase highlight that learners of FFL had a positive attitude towards the use of ICTE in the French classroom because they believed ICTE helped them to improve their listening skills. As a result, learners' PU and PEU were high.

4.2.4.3 Phase three: Reflective phase

This was the last phase which aimed at reflecting on the benefits of ICTE in the teaching and learning of FFL. Two methods of data generation tools were used namely, focus group discussions and observations. The focus group discussion revealed a positive feedback on the benefits of integrating ICTE in the FFL classroom to improve learners' listening skills. Learner A in group A said *"it improves my vocabulary."* Similarly, learner C in group A pointed out that *"my pronunciation is improved."* These statements reveal that ICTE helped learners to acquire language skills by improving vocabulary and pronunciation which helped them to ameliorate their listening skills. Ariana (2019) emphasises that learners of FFL in Ghana perform poorly in FFL listening comprehension as a result of lack of French vocabulary and unfamiliar French expressions. Therefore, learners revealed that integration of ICTE helped them to improve their vocabulary, as a result they could perform well in listening comprehension.

Additionally, learner D in group B stated that *“I am learning French whenever I want at home using French verb application and Reverso.”* Similarly, learner E in group C added that *“we are learning in group and we help each other.”* These responses reveal that learners of FFL learn French in and outside the classroom setting through the use of ICTE tools. This is in agreement with Paudel (2021) who underscores that integration of ICTE creates powerful learning which may be interactive. Thus, learners’ listening skills are augmented. Fatih (2016) adds that the integration of technology in the teaching and learning of FFL provides learners with diverse and interactive resources that cater to various learning styles. Therefore, the findings in this phase reveal that integration of ICTE in the FFL class is beneficial to learners.

Findings from observations revealed that the integration of ICTE in the FFL class offered learners several benefits with regard to listening skills. It was observed that the use of ICTE provided learners with interactive learning resources, showing that the ICTE tools that were used by learners in the FFL class made them interactive and by doing so, their listening skills were improved. They became active participants in the French class. In support, Becerra and Perleza (2021) and Rodríguez-Cevallos and Macías-Loor (2024) affirm that integration of ICTE in the teaching and learning of FFL offers an opportunity to learners to interact with foreign language by listening to songs, watching videos and movies in the target language. Thus, their listening skills are ameliorated.

In summary, the findings from this phase revealed that the integration of ICTE in the teaching and learning of FFL benefited learners. Also, the findings revealed that learners’ PU and PEU were high because ICTE helped them to acquire listening skills. Thus, learners’ attitude towards the use of ICTE tools was positive in the FFL classroom. These findings affirm studies conducted by Kromidha and Toro (2015), Djabbarova (2020), Rodríguez-Cevallos and Macías-Loor (2024) which articulate that the integration of ICTE in the teaching and learning of FFL offers learners several benefits as highlighted above in phase two and in this current phase.

4.2.5 Theme five: CHALLENGES OF INTEGRATING ICTE IN THE FFL CLASS

What challenges have you experienced when using ICTE tools to improve your listening skills in the learning of FFL?

This theme is about the challenges learners experience in integrating ICTE in their learning of FFL to improve listening skills in one secondary school in Lesotho. Lisene and Jita (2018) assert that there are numerous challenges that are faced when integrating ICTE in teaching and learning in secondary schools. In this theme, I used two data generation tools in each phase (*focus group discussions with learners and observations*).

4.2.5.1 Phase one: Diagnostic phase

In this phase, two data generation tools – focus group discussions and observations – were used. In group A, learner A said “*there is no room that enables us to use technology easily in the class*”. Similarly, learner B stated that “*when we were using laptops, projectors and speakers, we had to shift from our class to the library which wasted our time for learning*”. Learner C declared: “*lack of proper infrastructure*”. Therefore, the above statements show that learners faced several challenges in their learning of FFL in this phase. These statements confirm that integration of ICTE needs a language laboratory in order to enable easy connection of ICTE without waste time for teaching and learning. The statements above corroborate Mohamed and Nadie (2023), Shalmlan (2017) and Omar (2020) who postulate that there is scarcity of infrastructure that enables the integration of ICTE in the teaching and learning of foreign languages such as French.

In Group B, learner B said: “*I can't hear the accent*”. Also, learner C articulated: “*sometimes the audio and conversation is very fast and difficult to understand*”. These statements imply that learners face difficulties in listening to the audios and conversations in the FFL class which might cause them to develop a negative attitude towards the use of technology because it is not helping them due to its rapid speed. Wesely and Plummer (2021) affirm that some learners have negative attitudes towards the use of technology in the teaching and learning of foreign languages such as French. This is also affirmed by learners in group C. Learner B attested: “*sometimes the speaker is too loud which distracts us in class*”. Similarly, learner E said: “*it requires more time to use ICTE in the French class*”.

The findings from focus group discussions corroborate those from observations where lack of internet connection was found to be a problem. On the same note, I observed that using laptops and projectors required relocating to other venues like the library. Mohamed and Nadie (2023), Omar (2020) and Mimis et al. (2023) affirm that some of the challenges of incorporating ICTE in the teaching and learning of FFL is lack of infrastructure and internet connectivity. This suggests the need for adequate infrastructure to integrate ICTE in the teaching and learning process.

The findings in this phase show that learners faced challenges such as lack of internet connectivity, inadequate infrastructure and lack of support that resulted in disruptions and wastage of time while shifting from the classroom to the library. Using the lens of TAM, PEU is a critical factor in the acceptance of technology. Thus, learners perceived the use of ICTE in the French classroom useful, but due to these challenges, some negative attitudes towards technology and low TK may have developed.

4.2.5.2 Phase two: Transformative phase

In this phase, I consistently integrated ICTE in the teaching and learning of FFL and some challenges were identified. Data was obtained from two data generation tools (*focus group discussion and observations*). In group A, learner A stated: *“there is connection difficulty.”* Learner C added: *“speaker too loud.”* These statements reveal that there were still some challenges in integrating ICTE in the teaching and learning of FFL. Learner C from group B said: *“internet is slow”*, while learner D added that *“sometimes extension cords did not work.”* Learner E said that *“some videos and audio are not visible and audible”*. In group C, learner B complained that *“the problem is with connection”*. These responses from learners reveal that they encountered challenges in using ICTE tools in the French classroom. This suggests the need for French language laboratories that will easily allow integration of ICTE in FFL classrooms.

The affirmations above align with Makumane and Mpungose’s (2018) findings that there is lack of readiness by schools in Lesotho to integrate technology in teaching and learning and leading to a digital divide. In other words, extensions that did not work demonstrate lack of preparation by the school in incorporating ICTE in teaching and learning. Additionally, Makumane and Fru (2021) posit that schools in rural areas in Lesotho do not have access to technological tools due to a high unemployment rate which results in inability to afford ICT tools.

Similarly, the findings from observations pointed out that there are few technological gadgets and lack of connectivity; implying that several factors hindered incorporation of ICTE in the FFL classroom. Therefore, the findings in this phase show that there was minimal shortage of ICTE tools in the French classroom. However, learners seemed to have a positive attitude towards the use of ICTE because there were some gadgets that they used such as projector, laptop, speakers and smartphones even though they were limited.

4.2.5.3 Phase three: Reflective phase

This was the final phase that focused on reflecting on the challenges that learners encountered in the teaching and learning of FFL using ICTE. Two data generation tools were used: focus group discussions with learners and observations. When interviewed, learner A in group A stated “*lack of Wi-Fi for internet connection*”. Similarly, learner D responded that “*sometimes the extension cord was not working.*” These statements reveal that there were technical problems in the process of using ICTE in the French classroom. Learner B attested that “*sometimes there was electricity power cut off.*” This resulted in ICTE tools such as projectors and radio not being used even though this was not frequent. Learner E in group C stated that “*sometimes the speakers were too loud*”.

The affirmations above demonstrate the challenges that learners face in the usage of ICTE in the FFL classroom. Therefore, there is a need for a proper infrastructure that makes integration of ICTE easier. Lisene and Jita (2018) underscore proper technological infrastructure that has internet connectivity and electricity, inter alia, may effectively facilitate the integration of ICTE in the teaching and learning of FFL. This is also supported by Omar (2020) who claims that proper infrastructure enables effective integration of ICTE in the FFL classroom.

The observations I made reflected the scarcity of technological tools that could be used in a French class including lack of internet to connect laptops and use YouTube videos. These observations reinforce the findings from the focus group discussions. Due to the lack internet connectivity, I ended up using my own data to hotspot the laptop so that learners could watch DELF A1 conversation videos and listen to audios.

The findings in this phase reveal that learners sustained a high PU of ICTE tools for improving listening skills, pronunciation and vocabulary. However, PEU continued to be hampered by technical barriers such as poor internet access, thus reducing learners’ ability to engage with ICTE tools independently.

4.3 Summary

This chapter presented the findings of the current study which were generated from focus group discussions with learners and observations of FFL lessons in three phases of PAR guided by TPACK and TAM theories. A discussion of the findings was presented in five themes derived from the research questions that guided this study.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The preceding chapter presented the findings and discussion based on five themes derived from four research questions guiding this current study. This chapter serves as the last and outlines the summary by providing an overview of how the research questions were addressed based on the literature and the findings. The chapter concludes the study and proposes some recommendations.

5.2 Summary

5.2.1 An overview on how the research questions were addressed based on literature and findings

The study aimed at responding to four research questions that guided this study. Additionally, a comprehensive review of literature was done in Chapter Two based on four research questions. Participatory action research was carried out through three phases: phase one (*diagnostic phase*), phase two (*transformative phase*) and phase three (*reflective phase*). Data was generated using focus group discussions and by observing FFL lessons. The section below provides an overview of how the research questions were addressed based on the literature and the findings.

5.2.2 Research question one: What ICTE tools can be used to improve learners' listening skills in the teaching and learning of FFL in one secondary school in Lesotho?

This research question aimed at uncovering the ICTE tools that can be used in the teaching and learning of FFL in one secondary school in Lesotho in order to improve listening skills. Data was generated using focus group discussions with learners of FFL and observing learners in the FFL classroom. This was conducted in three phases of action research: diagnostic phase, transformative phase and reflective phase. The findings in phase one (*diagnostic phase*) revealed that learners of FFL were not using ICTE tools regularly and consistently in their learning of FFL. Meddelin (2021) underscores that in order to effectively integrate ICTE in the classroom, it must be utilised regularly and consistently with the aim to observe the role that it plays in enhancing the listening skills of learners of FFL. Therefore, it was uncovered that learners had low PU and PEU because ICTE was not frequently integrated in the FFL classroom.

In the second phase (*transformative phase*), I introduced and integrated several ICTE tools in the teaching and learning of FFL to improve learners' listening skills. The findings in this phase revealed that frequent and regular use of ICTE tools in the teaching and learning of FFL improved learners' listening skills. These tools increased learners' interaction and participation (Glonka et al., 2024). Similarly, learners accepted and embraced the use of ICTE tools in the FFL classroom. This is in accordance with Davis (1989) who claims that learners embrace the utilisation of technology because they believe it helps them to succeed and is accessible. Therefore, in this phase, I introduced several ICTE tools in the FFL classroom. As a result, learners seemingly accepted the use of ICTE tools. Also, in this phase, ICTE tools allowed learners to learn in and outside the classroom context (Djabbarova, 2020; Mimis et al., 2024).

Phase three (*reflective phase*) was the final phase which reflected the use of ICTE tools in the teaching and learning of FFL to improve learners' listening skills. The findings in this phase revealed that frequent and consistent use of ICTE tools helped learners to improve listening skills. These tools include language learning applications, laptop and smartphone (Azmi, 2016; Lin et al., 2017). Also, learners of FFL had a positive attitude towards the use of technology. The variation in these three phases was seen in a number of ways. Phase one was about diagnosing learners to understand the context, and then phase two which was where I introduced and integrated several ICTE tools in the teaching and learning of FFL in order to improve learners' listening skills. A different trend was seen in the three phases of action research. That is, in phase one there was minimal usage of ICTE tools. Then in phase two, I introduced ICTE tools to learners and used them in the FFL lessons. The findings from the third phase indicated a transformation which led to the enhancement of learners' listening skills.

5.2.3 How does the integration of ICTE improve learners' listening skills in the teaching and learning of FFL in one secondary school in Lesotho?

This research question was addressed by theme two (*integration of ICTE*). The literature indicates that the integration of ICTE in the teaching and learning of FFL improves learners' listening skills (Kromidh & Toro, 2015; Abah, 2016; Paudel, 2021). In this research question, two methods of data generation tools were utilised in three phases of action research. In phase one (*diagnostic phase*), the findings revealed that there was minimal usage of ICTE in the teaching and learning of FFL in one secondary school in Lesotho. This inconsistent usage resulted in low PU and PEU

of ICTE by learners in the FFL classroom. Therefore, this suggests the need to consistently integrate ICTE in the teaching and learning of FFL.

Additionally, phase two (*transformative phase*) was the phase where learners consistently and regularly integrated ICTE in the classroom to improve their listening skills. The findings from this phase pointed out that learners were exposed to native speakers of French language which helped them in pronunciation of French words and correct spelling. This aligned with Fatih's (2016) findings which demonstrated that integration of ICTE in the teaching and learning of FFL improves learners' pronunciation. Therefore, learners accepted the integration of ICTE in the teaching and learning of FFL and showed a positive attitude towards ICTE. Thus, learners' PU and PEU were high.

Lastly, the findings from the third phase (*reflective phase*) pointed out that learners accepted the integration of ICTE in the teaching and learning of FFL. Thus, their PU and PEU were high. The findings further revealed that consistent incorporation of ICTE in the French classroom by learners helped in ameliorating their listening skills through exposure to listening exercises and projected video conversations (Paudel, 2021; Bifoulloussance, 2021).

5.2.4 What are the teaching methods used to integrate ICTE to improve learners' listening skills in the teaching and learning of FFL in one secondary school in Lesotho?

The identified theme in addressing this research question is theme three (*teaching methods*). In phase one, the findings revealed that the teaching methods that were used did not consistently integrate ICTE in the teaching and learning of FFL. Therefore, this warranted the need to regularly use teaching methods that incorporate ICTE in the teaching and learning of FFL in order to improve learners' listening skills.

A different trend was however observed in the second phase (*transformative phase*) because I was consistently and regularly integrating teaching methods that incorporate ICTE in the teaching and learning of FFL such as gamification, action oriented approach, communicative approach, project-based learning and blended learning. These methods exposed learners to native speakers of French which helped learners in mastering pronunciation. Learners' PE and PEU were high and they accepted the use of ICTE in the FFL classroom. I also observed a positive attitude of learners towards the use of ICTE tools in the teaching and learning of FFL. Their listening skills were

improved with the help of teaching methods that focused more on the listening exercises and watching of videos that augmented learners' vocabulary and spelling.

The third phase (*reflective phase*) revealed that the teaching methods I used in the second phase helped learners to improve their language skills such as listening. Additionally, they were able to learn French at their own pace in and outside the FFL classroom context; similar to what Omar, (2020) and Mimis et al. (2023) discovered. This is affirmed by Paudel (2021) that ICTE tools enable learners to learn in different settings beyond the classroom.

5.2.5 What are the benefits and challenges of ICTE in improving learners' listening skills in the teaching and learning of FFL in one secondary school in Lesotho?

This research question was addressed by two themes: theme four (*benefits of integrating ICTE in FFL class*) and theme five (*challenges of integrating ICTE in FFL class*); this was done in three action research phases. Firstly, it was found in phase one (*diagnostic phase*) that there is a need to frequently integrate ICTE in the teaching and learning of FFL as learners' listening skills show some minimal improvement. In the second phase (*transformative phase*), I consistently integrated ICTE in the teaching and learning of FFL. Therefore, the findings revealed that learners benefited immensely from French speakers through authentic materials such as videos and YouTube conversations. Similarly, observations and focus group discussions revealed that learners' listening skills were developed through the acquisition of more vocabulary and accurate spelling (Purnama, 2023).

In the third phase (*reflective phase*), the findings revealed that the consistent integration of ICTE in the second phase helped learners to improve their language skills. Thus, learners were able to learn French in and outside the classroom setting (Fatih, 2016). Additionally, listening exercises made learners to be familiar with French speakers' ways of communicating which augmented learners' motivation and participation in the teaching and learning of FFL. This aligns with Deja (2015) who argues that integration of ICTE increases learners' interaction and participation, thus improving their listening skills. Therefore, learners accepted the use of ICTE in the FFL classroom because they discovered that the tools helped them improve their listening skills (Davis, 1989).

Secondly, this research question is addressed by theme five (*challenges of integrating ICTE in the FFL classroom*). The findings from phase one (*diagnostic phase*) indicated that learners did not regularly use ICTE tools in the FFL classroom, however, several challenges were revealed in this phase such as lack of proper infrastructure that supports the integration of ICTE which resulted in regular relocations to venues that had electricity, leading to loss of time for teaching and learning (Omar, 2020, Mimis et al., 2023). In phase two (*transformative phase*), the findings revealed that lack of internet connectivity resulted in situations where I used my own data and that was sometimes slow. Shalmlan (2017) and Omar (2020) indicate that lack of proper infrastructure hinders effective integration of ICTE in the FFL classroom.

Phase three (*reflective phase*) was the final phase under theme five. The findings in this phase revealed the challenges that learners of FFL face in integrating ICTE in the French classroom. Among others, they include lack of Wi-Fi for internet connection. The connection helps learners to access ICTE tools such as YouTube, online audio and videos easily. Also, the findings in this phase revealed that sometimes there was power outage, affecting the ICTE tools used by learners in the FFL classroom. This therefore implied that integration of ICTE was affected. This is in accordance with Makumane and Mpungose (2018) who claim that there is lack of readiness by schools to integrate technology. As a result, it becomes difficult to effectively integrate ICTE in the teaching and learning of FFL.

5.3 Limitations of the study

This study was conducted in only one secondary school in Maseru, Lesotho, with a small group of 15 Grade 11 learners. As a result, the findings may not be generalisable to other schools in Lesotho or beyond, especially those in different contexts such as rural areas or with particular resource challenges. I commenced the study after Easter holidays, and the first opening week was revision for Easter holidays. Additionally, the second week of June marked the start of the mid-year June examinations hence I conducted the study in a month and three weeks. A period of three to six months of data generation would have added more rigour to the study through several action research cycles. This timeframe of this study may have therefore not have been sufficient to observe long-term impacts of ICTE integration on learners' listening skills. While ICTE tools were used to the best extent possible, the lack of fully equipped language laboratories and stable internet access may have affected the depth and consistency of ICTE integration. The study

focused specifically on listening skills in FFL and did not explore other language competencies such as speaking, reading, or writing. A more holistic examination of all four language skills might provide a more comprehensive picture of ICTE's impact.

5.4 Conclusion

The study was qualitative in nature and was guided by the critical paradigm. It was conducted to explore the integration of ICTE to improve learners' listening skills in the teaching and learning of French as a Foreign Language (FFL) in one secondary school in Lesotho. The study was underpinned by action research (*Participatory action research*) that was in three phases: phase one (*diagnostic phase*), phase two (*transformative phase*) and phase three (*reflective phase*). The findings and discussion were presented in five themes that were derived from four research questions that guided me throughout this study.

In the first theme (*ICTE tools*), the first phase was meant to unveil the ICTE tools that were used in the teaching and learning of FFL. This phase revealed that there was inconsistent use of ICTE tools in the FFL classroom which resulted in low PE and PEU among learners. In other words, learners of FFL were not using ICTE tools frequently in this phase. This revealed the need to consistently integrate ICTE in the teaching and learning of FFL in order to improve learners' listening skills. In the second phase (*transformative phase*), I introduced several ICTE tools such as language learning applications and YouTube in the FFL class. The learners seemed to develop a positive attitude towards the usage of ICTE tools in the classroom and recorded a high PE and PEU. The ICTE tools were observed to be helping learners to improve their listening skills.

Phase three (*reflective phase*) reflected on the ICTE tools that are used to improve learners' listening skills in the teaching and learning of FFL. The findings from this phase revealed that learners accepted the use of ICTE. Similarly, they had high PE and PEU. In phase one (*diagnostic phase*), I diagnosed learners to understand the integration of ICTE to improve listening skills in the teaching and learning of FFL. The findings from this phase revealed that learners were not consistently integrating ICTE in the FFL class, which warranted regular and consistent integration of ICTE in the FFL class in phase two.

In phase two (*transformative phase*), the findings revealed that regular and frequent integration of ICTE improves learners' listening skills such as listening. Additionally, the findings in this phase indicated learners accepted and embraced the use of ICTE and therefore they had a positive attitude towards the use of ICTE in the FFL classroom. In the third phase (*reflective phase*), the findings highlighted that ICTE played an essential role in the teaching and learning of FFL by improving learners' listening skills. It exposes them to authentic materials that immensely help in the improvement of listening skills.

Moreover, the findings from theme three (*teaching methods*) in phase one (*diagnostic phase*) revealed that the teaching methods that were used in the teaching and learning of FFL did not regularly incorporate ICTE in the French classroom. Therefore, learners were not getting enough exposure to the native speakers of FFL which limited their ability to understand French pronunciation. The findings further revealed that the teaching methods used in this phase were more teacher-centred than learner-centred. These findings implied the need for a pedagogical shift to modern teaching methods that adequately integrate ICTE in the teaching and learning of FFL in order to improve learners' listening skills.

Additionally, the findings from phase two (*transformative phase*) revealed that the teaching methods used in this phase incorporated ICTE in teaching and learning. Similarly, these methods encouraged learners' participation in the FFL classroom. On the same note, the findings highlighted that learners were able to learn in and outside the classroom which helped them to improve their listening skills. The TK of learners was increased because they embraced the use of ICTE in the FFL classroom due to the fact that it helped them to improve their listening skills.

In phase three (*reflective phase*), which was the final phase in this theme, the findings indicated that learners were actively engaged in the FFL classroom using ICTE that encompassed authentic audio-visual materials that exposed them to native speakers. The findings also pointed out that the teaching methods that I integrated in the FFL classroom incorporated ICTE.

In theme four (*benefits of ICTE integration*), the findings from phase one (*diagnostic phase*) revealed that ICTE seemed to improve learners' listening skills in the teaching and learning of

FFL. However, this phase revealed that there was limited integration of ICTE. Therefore, there was a need to consistently and regularly incorporate ICTE in the teaching and learning of FFL. Moreover, the findings from phase two (*transformative phase*) revealed that ICTE increased learners' participation in the FFL classroom. This was done by exposing them to real life speakers of French. Also, learners were able to learn French in and outside the classroom setting.

Additionally, the findings from phase three (*reflective phase*) revealed that ICTE did not only improve learners' vocabulary but their pronunciation as well. ICTE provided learners with interactive learning resources that helped them to ameliorate their listening skills. The last theme was theme five (*challenges of integrating ICTE in the FFL class*) where the findings from phase one (*diagnostic phase*) revealed shortage of space and facilities for learners to effectively integrate ICTE in their learning of FFL. Therefore, they had to use the library which had electrical power. In other words, there was lack of infrastructure that supported effective integration of ICTE in the FFL classroom.

The findings from the second phase (*transformative phase*) indicated that there were few technological gadgets and lack of internet connectivity. This implied that there was a challenge in incorporating ICTE in the teaching and learning of FFL. In phase three (*reflective phase*), the final phase in this theme, the findings revealed that there was lack of Wi-Fi which supports internet connection. Also, power outages hindered effective integration of ICTE in the teaching and learning of FFL.

To sum up, TPACK helped to effectively integrate ICTE in the teaching and learning of FFL with its three components and their intersections in order to improve learners' listening skills. However, while TPACK provided a robust foundation for effective integration of ICTE in the FFL class, it did not fully address the factors influencing the acceptance and utilisation of ICTE by learners. To address this gap, TAM was employed and offered valuable insights into learners' perceptions, revealing a generally positive attitude towards the use of ICTE in FFL classrooms. Learners expressed a belief that the incorporation of ICTE did not only support their listening development but also contributed positively to their overall language skills.

5.5 Recommendations

Based on the findings revealed in this study, the following recommendations are proposed:

- The government of Lesotho, through the Ministry of Education and Training (MoET) should provide schools with language laboratories that will support teaching and learning through ICTE. There is need also to provide infrastructure to enable the integration of ICTE in the teaching and learning of FFL.
- The Basic Education ICT Policy 2024 should be implemented in schools by providing workshops aligned with TPACK to empower teachers with skills and knowledge on the integration of ICTE in 21st century teaching and learning approaches.
- Additionally, the study recommends that the Basic Education ICTE Policy 2024 should be fully implemented and supported at school level. The policy should offer clear implementation strategies and a practical roadmap rather than only showing the aspirations of the ministry in the integration of ICTE in basic education.

With regard to further research, several studies could be conducted focusing on particular aspects. Future studies could investigate the impact of ICTE in the teaching and learning of FFL in rural schools compared to urban schools considering the fact that there is disparity in access to resources, connectivity and infrastructure. Similarly, the perceptions of learners of FFL in using ICTE in the teaching and learning of FFL in Lesotho secondary schools could be explored. In addition, the study strongly recommends localisation of the FFL curriculum so that learners can use listening exercises that are contextualised in order to make content relatable and accessible because the current curriculum (CEFRL) listening exercises are designed by native speakers of French language whereas learners are taught by foreign language speakers.

5.6 Summary

This final chapter presented a comprehensive synthesis of the study, offering a critical reflection on how the research questions were addressed in light of both the empirical findings and the relevant literature. It articulated the core conclusions regarding the integration of ICTE in improving learners' listening skills in the teaching and learning of FFL. The chapter further outlined recommendations for MoET, policymakers, researchers and curriculum developers.

Additionally, it identified key areas for further research to expand and deepen understanding of ICTE integration in the teaching and learning of FFL in secondary schools in Lesotho.

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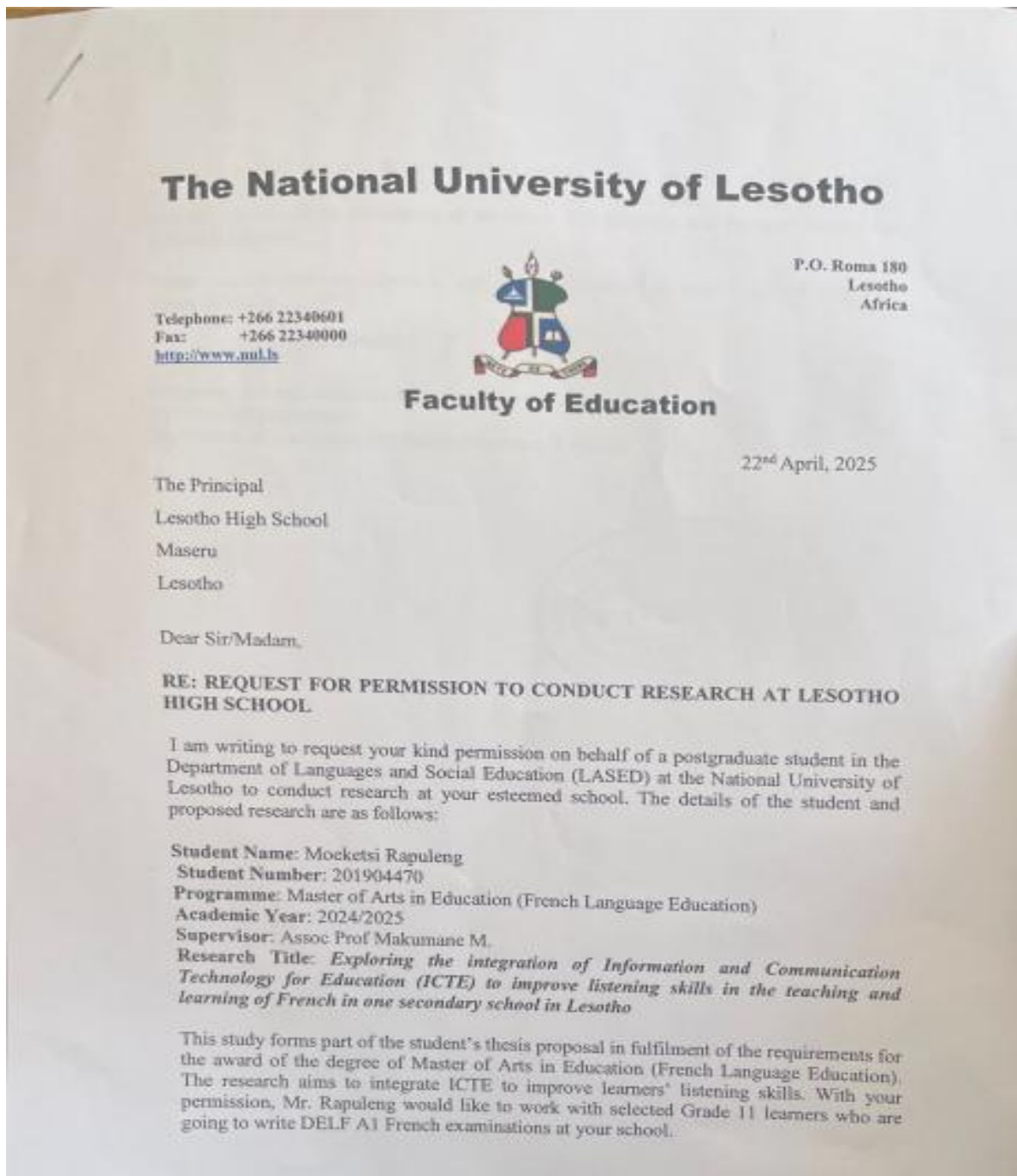
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APPENDICES

Appendix 1: Letter of Permission from Faculty of Education National University of Lesotho



Please be assured that all ethical standards and university research guidelines will be strictly followed. Participation will be voluntary, and confidentiality of both the learners and the school will be maintained at all times. The findings will be used strictly for academic purposes.

Thank you for your consideration, and we look forward to your favorable response.
Yours faithfully,



Associate Professor Rasebate Mokotso
For: Head of Department
Department of Languages and Social Education (LASED)



Appendix 2: Letter to the Principal

Moeketsi Rapuleng
Thabana-Morena
Ha-Mahlathane
Mafeteng 900

22nd April 2025

The Principal

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Dear sir/ madam

RE: APPLICATION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am Moeketsi Rapuleng. Mosotho boy aged 25. A Master of Arts in Education candidate specialising with French Education and Curriculum studies at National University of Lesotho in the Faculty of Education department of Languages and Social Education. I am carrying out a study titled **“Exploring the integration of Information and Communication Technology for Education (ICTE) to improve learners’ listening skills in the teaching and learning of French as a Foreign Language in one secondary School in Lesotho”** The objective of this study is to improve teaching and learning of French using technological tools to improve learners language especially listening skill which Examination Council of Lesotho examiner’s reports for three consecutive years highlight that learners of French as a Foreign language perform poorly in listening comprehension. Listening is one of the language skills that contribute to the holistic understanding of a language. Therefore, the study that I am undertaking aims to improve learners’ listening skills.

My study is Participatory Action Research whereby I will go to certain grade 11 class of French as a Foreign language and teach using technological tools and teaching methods

that incorporate technology in the teaching and learning. I am supervised by Associate Professor Makhulu Makumane from faculty of Education at the National University of Lesotho.

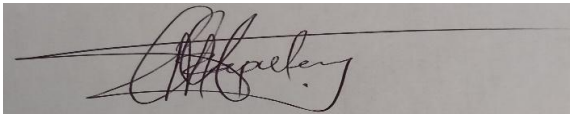
Please take note that;

1. No pictures or videos that will be taken but only audios record during focus group discussion.
2. Learners and school names will be kept anonymous by using pseudonyms such as participant A, one school in Lesotho
3. Every information will be kept confidential, and the name of the school will not be mentioned.
4. There will be no financial gain in conducting this research but meant for academic purpose.

For more information, please contact +266 68462009/ 56795777 OR prof.rapuleng@gmail.com.

I hope that my request will be taken into consideration.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Moeketsi Rapuleng', is written over a horizontal line. The signature is stylized and cursive.

Moeketsi Rapuleng

Appendix 3: Observation Tool

Observation Tool

Topic:

Exploring the integration of Information and Communication Technology for Education (ICTE) to improve learners' listening skills in the teaching and learning of French in one secondary school in Lesotho.

School name/Pseudonym:

Date:

Class:

Time and Duration of the Lesson

Topic

1. **What ICTE tools are being used during French as a Foreign Language classroom?**

Observation notes:

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2. **How does the integration of ICTE improve learner's listening skills in the teaching and learning of French as a Foreign Language?**

Observation notes:

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3. Are there visible signs of improved listening skills over time when ICTE tools are used in the teaching and learning of French as a Foreign language?

Observation notes:

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4. Do teaching methods used in the teaching and learning of French as a Foreign Language incorporate ICTE?

Observation notes:

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5. What are the benefits observed in the integration ICTE in the teaching and learning of French as a Foreign Language classroom?

Observation notes:

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6. What challenges are observed during the use of ICTE tools in the teaching and learning of French as a Foreign language?

Observation notes:

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Appendix 4: Focus Group discussions questions for learners

Focus Group discussions with learners

Topic:

Exploring the integration of Information and Communication Technology for Education (ICTE) to improve learners' listening skills in the teaching and learning of French in one secondary school in Lesotho.

Focus Group Discussion questions.

1. What kinds of ICTE tools have you used in your French as a Foreign Language classes to help improve your listening skills?
2. Can you describe how using ICTE tools (like videos, audio recordings, or apps) has helped or not helped you to improve your listening skill the teaching and learning of French as a foreign language?
3. What teaching activities or methods do your teachers use when integrating ICTE to improve listening skills in the teaching and learning of French as a Foreign Language?
4. What benefits have you noticed when using ICTE tools to improve listening skills in the teaching and learning of French as a foreign language?
5. What challenges have you experienced when using ICTE tools to improve listening skills in the teaching and learning of French as a foreign language?
6. In your opinion, what could be done to improve the use of ICTE tools to help you better develop your listening skills in French as a foreign language?

Appendix 5: Turnitin report



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