

TIRF-British Council Research Mentoring Awards 2026

Researcher

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Title of Project

An Investigation Into the Implementation of ICTs in
EFL Pre-Service Teacher Training Programs in Ethiopia:
Perceptions, Practices, Promises, and Barriers

Research Supervisor

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TIRF Research Topic Investigated

Language Teacher Education

Bio

Gizachew Kindie is a faculty member and a Ph.D. candidate in ELT at Hawassa University, Ethiopia. His doctoral research project focuses on investigating the implementation of ICTs in EFL pre-service teacher training programs in Ethiopia, specifically focusing on EFL teacher educators' and trainees' perceptions and current experiences and practices, as well as the promises and barriers to the successful integration of ICTs in teaching and learning.

Project Summary

The rapid advancement of Information and Communication Technologies (ICTs) has fundamentally transformed global educational systems, particularly pre-service teacher education. Integrating ICTs into English as a Foreign Language (EFL) instruction enhances teaching quality, digital competence, and future-ready educator preparation. Crucially, ICTs support learner-centered pedagogy, collaborative knowledge building, multimodal language exposure, and flexible resource accessibility (Koehler & Mishra, 2009; Motteram, 2013; UNESCO, 2021).

In Ethiopia, national higher education and teacher education reform agendas strongly emphasize ICT-supported pedagogy, blended learning, and competency-based instruction (Ministry of Education, 2021; Semela, 2014). However, empirical evidence regarding how ICTs are perceived, integrated, and constrained within pre-service EFL teacher education programs remains fragmented and limited.

This research aims to investigate ICT implementation within EFL pre-service teacher education programs across Ethiopian public institutions. Specifically, it examines teacher trainers' perceptions and instructional practices regarding ICT integration. It also analyzes the pedagogical benefits and systemic barriers affecting successful and sustainable ICT integration, focusing on professional competence development, institutional readiness, and policy alignment.

Guided by constructivist learning theory and the Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006), this study adopts a mixed-methods design. Data will be collected from EFL pre-service teachers, teacher educators, and academic leaders using questionnaires, classroom observations, semi-structured interviews, and document analysis. Quantitative data will be analyzed using descriptive and inferential statistics, whereas qualitative data will be analyzed thematically.

The study is expected to generate a context-responsive ICT integration framework for EFL pre-service teacher education, peer-reviewed publications, policy briefs, and practical recommendations for curriculum design and professional development. Ultimately, the research aims to enhance the quality, equity, and sustainability of ICT-supported EFL teacher education in Ethiopia and beyond.