

Pedagogy for Effective use of ICT in English Language Learning

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Abstract— The use of information and communications technology (ICT) in education is a relatively new phenomenon and it has been the educational researchers' focus of attention for more than two decades. Educators and researchers examine the challenges of using ICT and think of new ways to integrate ICT into the curriculum. However, there are some barriers for the teachers that prevent them to use ICT in the classroom and develop supporting materials through ICT. The purpose of this study is to examine the high school English teachers' perceptions of the factors discouraging teachers to use ICT in the classroom.

Key words: English Language Learning, ICT

I. INTRODUCTION

There was evidence of many problems in terms of technical skills at the beginning, and it took about a generation for the technical skills and the technical problems to be ignored out. However, teachers are faced with some barriers that prevent them to employ information and communications technology (ICT) in the classroom or develop supporting materials through ICT. Therefore, this study aims to explore the high school English teachers' perceptions of the factors preventing teachers from using ICT in the classroom.

II. PROBLEM OF THE STUDY

To this end, 30 high school English teachers were selected from the five main educational intuitions in the city of Ahmedabad Gujarat respond to a validated questionnaire. Stratified random sampling was used to select equal number of respondents from each educational district. The analysis of the data revealed that insufficient technical supports at schools and little access to Internet and ICT prevent teachers to use ICT in the classroom. Moreover, shortage of class time was another important discouraging factor for the teachers to integrate ICT into the curriculum

III. RESEARCH REVIEW LITERATURE

There was evidence of many problems in terms of technical skills at the beginning, and it took about a generation for the technical skills and the technical problems to be ignored out. However, teachers are faced with some barriers that prevent them to employ information and communications technology (ICT) in the classroom or develop supporting materials through ICT. Therefore, this study aims to explore the high school English teachers' perceptions of the factors preventing teachers from using ICT in the classroom. The integration of ICT in teaching and learning is not a method; rather it is a medium in which a variety of methods, approaches and pedagogical philosophies may be implemented (Garret, 1991). This statement shows that the effectiveness of ICT depends on how and why it is applied and integrated. According to Taylor (1980), ICT usage is classified to tutor, tool and tutee. Tutorial programmes lead learners step-by-step through a programme such as drill and practice. Using technology as a tool can help other types of problems, for example, technology as a tool is frequently seen in tutorial or explanatory programmes (Means et al., 1993).

IV. METHODOLOGY

A survey questionnaire was used to examine the high school English teachers' perceptions of the factors discouraging teachers to use ICT in the classroom. Thirty high school English teachers (18 male and 12 female) were stratified randomly selected from all the educational institute of Ahmedabad Gujarat, to respond to the questionnaire. The participants were familiar with the use of ICT since most of them used the Internet for the purposes of gathering information, sending email and working on social networking. The questionnaire consisted of five main parts and was designed and prepared in English. However, to achieve the aim of this paper, the results obtained from parts two and four are reported in the following section. Part two consisted of three multiple-choice items related to the teachers' familiarity with ICT and part four, including eight items, dealt with the factors that discourage teachers to use ICT in the classroom. All the items in part four were designed on a five-point Likert scale of agreement. The five-point Likert scale was employed as it is one of the most commonly accepted Likert scales in the education field.

V. RESULTS AND FINDINGS

The results and findings are presented in two separate sections. First, the analysis of the data obtained from the second part, teachers' familiarity with ICT, is presented. In the second section, the results are categorized according to the factors discouraging teachers to use ICT in the classroom.

This first part of the questionnaire, including three items, was related to the teachers' familiarity with ICT. When the respondents were asked about their personal experience with ICT, it was found that the majority of high school teachers (70 %) considered themselves as frequent or confident users of ICT.

In second part Teachers believed that insufficient technical supports at schools and little access to Internet and ICT prevent them to use ICT in the classroom. Shortage of class time was another important discouraging factor for the teachers to integrate ICT into the curriculum.

VI. CONCLUSION

The integration of information and communications technology in teaching and learning is considered as a medium in which a variety of approaches and pedagogical philosophies may be implemented. However, ICT as a teaching aid is more complicated in that it demands more specific skills from the teachers. Moreover, teachers are faced with some barriers that prevent them to employ ICT in the This study concluded that the high school teachers are familiar with ICT and ICT usage; however, this does not necessarily mean that they integrate ICT into the curriculum.

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