

Teachers' Perceptions about the Use of Information  
Communication Technologies (ICTs) in Second Language  
Learning at Higher Secondary Level



Rehan Muhammad	Lecturer, Department of English, Emerson University Multan, Punjab, Pakistan. Email: <a href="mailto:rehan_m17@yahoo.com">rehan_m17@yahoo.com</a>
Shahid Nawaz	Assistant Professor, Department of English Linguistics, The Islamia University of Bahawalpur, Punjab, Pakistan.
Muhammad Hammad Hussain Shah	PhD Scholar in English Linguistics, The Islamia University of Bahawalpur, Punjab, Pakistan.

**Abstract:** This research is aimed at investigating the perceptions of English language teachers pertaining to the use of Information and Communication Technologies (ICTs) in second language learning. The availability of ICT resources in institutions and their application by the teachers in English Language Teaching (ELT) class was also kept in focus in this study. The use of technology has undoubtedly brought favourable results in our life. It speeds up the transfer of information and permits faster processes as well as provides a pleasant learning atmosphere. This study was carried out at a higher secondary level comprising 60 respondents from public and private institutions in the city of Multan (Punjab), Pakistan. The measurement tool questionnaire was employed for the collection of data. The development of the questionnaire was done by the researchers according to the teaching level and background of the respondents. The collected data were analyzed using SPSS. The results showed that ICT and its use in L2 learning are beneficial and may prove to be an aid in the results. It was also explored that a fully dedicated ICT apparatus is required for English language teaching and learning in educational institutions. Moreover, the training of teaching faculty in educational institutions is needed for the better application of ICTs in language teaching.

**Key Words:** Land Reforms, Goals, Land Reforms Measures, Land Distribution, South Africa and Zimbabwe

## Introduction

The term ICT refers to Information and Communication Technology. In simple words, ICT encompasses technologies that offer information through telecommunication (Schreyer, 2000). The ICTs tools are mainly the new media technologies, devices, and concepts employed in "students to students" and "students to teachers" interaction. Smart and flipped classrooms, mobile apps, and clicker devices are being used to better facilitate the process of learning (Schiller & Voisard, 2004). ICT has proved its worth around the globe in all fields of life, yet its utilization in the field of education, especially in developing countries, is below average (Lee et al., 2012).

Information and Communication Technologies (ICT) has evolved as an integral part of daily life which covers different spheres, including economic activities as well as educational purposes. The ongoing

technological explosion introduces new avenues of gaining, executing, and displaying information and is able to boost outcomes and competitiveness by supplying information (Mangesi, 2010). ICT's significance is widely acknowledged simultaneously in the working environment, whether homes or offices (Preston et al., 2000). In addition, ICT is directly proportional to the main economies of the globe and their productivity and having the capacity of far-reaching effects; it also caters to the conducive dissemination of knowledge in the worldwide institutions. ICT has also made a significant contribution to school education management around the world (Zhao & Frank, 2003). According to Makin (2008), ICT functions a vital role in supporting strong, effective governance and governance in the education sector, and the technology can be used directly in the

educational institution, from student administration to various resource departments.

A huge number of languages are being used worldwide for the purpose of communication by man. But not many of them cross the borders to attain universality. The English language is such an exception that it has been the international language for decades. In Pakistan, the history of the English language goes far behind the creation of the said country. Hence, it is not just considered the second language in Pakistan but also holds the linguistic power of dominance over other languages (Miner, 2004). Therefore, no one can negate its importance in Pakistan. Although English is not having the status of the national language, it has always enjoyed being the most important language for the purposes of official correspondence, legislature, constitution interpretations, so much so the language of reliable news. Above all, education is no exception. More or less, all the fields of knowledge owe a lot to the English language for their production and understanding for the maximum number of people throughout the globe. In short English language has become a necessity for almost all branches of knowledge (Rumpagaporn, 2007). Today, the branches of all the knowledge are closely linked with computers, resulting in the new dimensions of learning generally yet second language learning particularly. ICT (Information and Communication Technologies) and CALL (Computer Assisted Language Learning) are the two terms commonly being used for the purpose of learning a language in connection with computers and the Internet. This has given tremendous results after proving itself to be the easiest and acceptable medium of learning. Unfortunately, the educationists and academicians in Pakistan haven't benefited themselves from this source of learning yet. This needs to be brought in focus from both the sides, trainers and trainees ([Lam & Lawrence, 2002](#)).

The use and role of technology usage have been researched widely in academia. These studies were rounded off with the suggestion to engage the ICTs tools in the classroom for better pursuits and promising results ([Erigaard, 2002](#); [Schofield & Davidson, 2003](#)). Technology-based education has its place in the developing world of higher and vocational education. Technology not only makes learners independent in controlling their learning process but also gives students easy access to a sea of information without any authority or control from the teacher

([Lam & Lawrence, 2002](#)). Thus, coaching staff and teachers in schools, colleges and universities are seen as active and flexible in the process of change and implementation of new and innovative ideas, as their beliefs and attitudes can support or hinder the success of any education reform, such as education reform. Implementation of a program based on innovative technology ([Levin & Wadmany, 2006a](#), 2006b; [Woodrow, 1991](#)).

Undoubtedly, ICT offers learners the opportunity to learn in ways previously impossible. The role of ICT has come a long way in parallel with the development of the English language and is changing the way and style of learners ([Crystal, 2012](#)). With the advent of the Internet, languages have changed in part, as this has led to new dictionaries, and more importantly, Internet users have access to certain areas.

The positive and promising results of the use of ICT have convinced a number of countries, including Pakistan, to use the Internet and information technology in education systems to train educated, skilled and well-positioned people in new technologies. Face global threats and challenges. According to [Mansora \(2007\)](#), the technical development of information technology has had a major impact on English language learning, which also helps to motivate students.

ICT is highly valued by teachers, learners, and experts for the opportunities they offer for individualization and agility. With technology, educators understand that learners can learn anywhere, anytime, and follow individualized learning pathways. In addition, some acknowledge that ICT can help students learn to participate in society and that the enhancing impact of technology is highly valued. From a more rigorous didactic point of view, ICT offers more opportunities for repetition, more stimulation, and more diversity in relevant material and input. Teachers think that learners see connections with the outside world and are exposed to real-life situations in a protected way, so they can overcome their fears. It is also easier to achieve individualization of learning style. Several stakeholders have realized that all citizens need digital skills to be part of our highly digitalized societies. Therefore, L2 teaching and learning through ICT is a dual approach, which allows both teachers and learners to acquire integration-enhancing skills ([Hawkins, 2002](#)).

Recently the idea of the relationship between ICT and language learning outcomes has gained very much importance due to the fact that researchers have started understanding the intimate relationship between the two. In modern approaches of language teaching and learning, syllabus designing is student-centered, and the learner is the main focus of the teaching-learning processes. It is to keep the learner free in making a decision about his/her learning and be actively involved in this process of ICT learning as much as possible. As language development depends on language use, learners who enjoy ICT-based autonomy in a language environment become good communicators and develop knowledge of the language (Benson, 2013).

To benefit from technology, teachers, as well as learners, must be able to manage technology and have at least some basic digital skills. This means that the training of cadets is a requirement of the day. Teachers who are well versed in the use of technology can guide their students to use these resources. It is generally accepted that technology-savvy students are able to demonstrate independence and autonomy in learning L2 through ICT (Benson, 2013). People with low digital skills are generally motivated to use ICT. Some educators believe that learners who develop digital skills in certain situations can do so by developing language skills. As teachers understand, one of the most common shortcomings of various ICT applications is related to speech experience and feedback mechanisms. They think that so far, technology has done very little to improve their speaking skills. In fact, communication time is often devoted to conversational activities. When it comes to feedback mechanisms, learners receive immediate feedback from most applications that they appreciate but do not always understand. If they get the wrong answer, it is not always easy to understand why they made a mistake and how they can improve. It is understood that technology cannot only develop language skills; The teacher's presence is essential to perfect all four language skills. Not as a traditional authority figure but as a guide, advisor, and mediator (Rivers, 2018). Keeping in view the very context in mind, the researcher intends to gauge the perception level of the teachers of the second language about the application of ICT in SLL class at higher secondary level in Multan city.

## Literature Review

The human beings are living in the decade of

multimedia and the millennium of the Internet and World Wide Web. The impact of this media on people's lining is obvious and significant. The technology-governed tools have improved learning opportunities (Yunus, 2007). The Internet and the World Wide Web offer the learners additional language activities which may help them gain supplemental experience in specific areas of language learning, resulting in improved and rapid language acquisition. These include reading tests, comprehension questions, punctuation exercises, grammar tasks, linguistic item tests, and many more. Students can explore the Internet for appropriate websites for their own learning. One hand, this can support their language learning, and on the other hand, it may boost their self-confidence. Despite the Internet, emails, and other means, like computer assisted language learning (CALL), programs designed to teach language also encourages students to learn the language and help develop students' communication skills (Restaino et al., 2003). A number of researches have been conducted on ICT and CALL, which suggest their direct support in the development of four Language Skills of the language learners. Many studies report gains in reading and listening, and most ICT programs focus on these receptive skills due to the current state of computer technologies. However, the use of ICT technologies in the development of speech has attracted the most attention. A lot of progress has been made in the use of ICT, especially computer-assisted communication, to support communicative competence-related speaking skills and to provide a controlled interactive speaking experience outside the classroom (Warschauer & Kern, 2000). Attitude is most likely a personal factor that can affect a person's use of ICT. This is because users' attitudes can directly affect their attention to computer or ICT use (Speier et al., 1995). There is a positive relationship between the level of experience and a positive attitude towards the use of computers or ICT tools. Therefore, the researcher tried to study the attitudes and perceptions of teachers to the use of ICT.

Several studies have recently been conducted on ICT attitudes. Saunders and Pincas (2004) studied students' perceptions of information technology in teaching and learning in the UK. The results of this study show that students often use e-mail and the Internet to support their education. The data show that a large proportion of students surveyed use email as a basis for online learning. Teachers also believe that

ICTs play an important role in supporting and enhancing students' learning experiences at university and that ICTs can sometimes be used as an alternative to face-to-face activities. In a similar study, [Simonsson \(2004\)](#) used a questionnaire to examine 103 bilingual primary school teachers' beliefs about the use of technology when incorporating cultural components into the curriculum. The results of this study showed that the use of technology depends on teachers' beliefs, attitudes towards the use of this tool, and the extent to which other teachers use technology in their teaching. In this study, the researcher also found relevant perceptions in the Pakistani environment.

[Almekhlafi \(2006\)](#) examined the effectiveness of CALL in learning English as a foreign language by primary school students in the United Arab Emirates. The results of the analysis showed a significant difference between CALL users and non-users in favor of the experimental group. In the introduction to her survey, [Hirvela \(2007\)](#) argues that computer-assisted student collaboration plays an important role in teacher professional development. [Hirvela \(2007\)](#) identifies the role of computer-mediated communication as one of the connecting factors that connect students through a computer-based network. Computer-assisted communication can take place in synchronous (real-time) or asynchronous (delayed) formats within and/or outside the classroom. The attractiveness of computerized communication is recognized by young students and thus provides better motivation and better self-confidence: the positive distance effect of electronic communication increases the student's competence and desire to express themselves in the target language because the computer minimizes ([Hirvela \(2007\)](#)). This brief review of the literature certainly provided an overview of the situation in terms of educational and ESL research and the corresponding use of ICT in different contexts. The researcher has tried in the present study to explore the perceptions of ELT teachers about the use of ICT in ELT classes in Pakistani context.

### **Statement of the Problem**

As it is observed that ICT-based learning lends quicker knowledge, proficiency, and competency than those who are more traditional and controlled by stereotype strategies or other means. In Pakistan, generally in language classes, a teacher-centered approach to teaching language is followed, and the process is controlled by the teacher. This traditional approach

needs to be minimized and is challenged by the new language psychology, which encourages the ICT-based learning. This study is significant in this regard as it is carried out with the purpose of identifying the perceptions of L2 teachers regarding the validity or unreliability of ICT-based approaches and methodologies in L2 classrooms.

### **Objectives of the Study**

The present study focuses on the far-reaching effects of ICT in the domain of education in general and second language learning in particular. The use of ICT has already acclaimed its existence in the western world. Keeping in view the very scale, the researcher has applied the same to evaluate the perceptions of Pakistani L2 teachers regarding the application of ICT in the Pakistani context. This study is carried out to investigate and evaluate the following points:

1. To determine the perception of teachers regarding the use of it.
2. To explore the keenness or reluctance of the teachers regarding the use of ICT in ELT classrooms.

### **Research Questions**

1. How do teachers perceive their competence in integrating technology in teaching languages?
2. What perceptions do the ELT teachers have regarding the use of ICT?

### **Significance of the Study**

This study is significant for the learners, teachers, content writers, course designers, and curriculum developers. This study will help to enhance positive awareness among teachers and learners about the better utilization of ICTs in language learning. This study will also be significant for the administrations of schools and colleges in devising teaching methodologies in line with progressive learning and better utilization of available ICT resources for second language teaching and learning.

### **Research Methodology**

This study is descriptive in its nature and form. The data has been presented and analyzed in statistical ways. The researcher has applied a survey technique for the collection of data, and the tool used here is a questionnaire. This questionnaire comprises of 10 close-ended statements, all attempting to determine

the relationship between the use of ICT and second language learning and the teachers' perceptions regarding the use of ICT in the L2 classroom. Likert scale has been deployed in questionnaire carrying five choices between strongly agree and disagree.

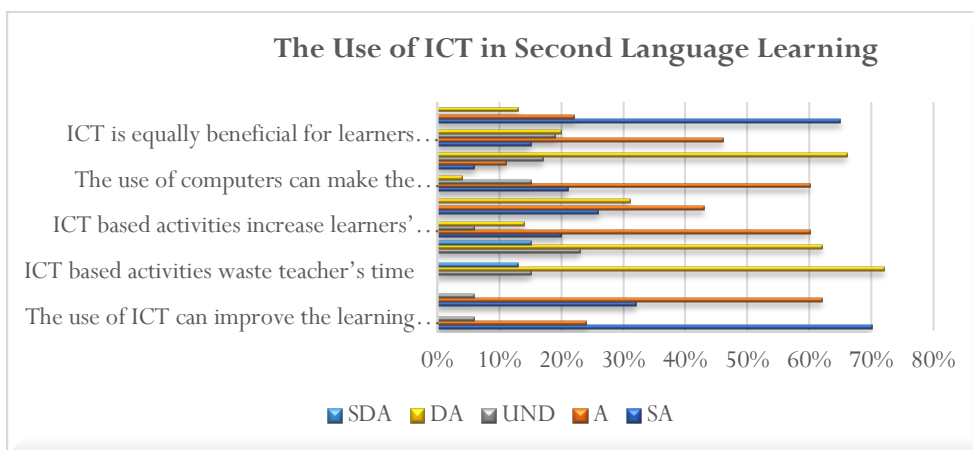
### Data Analysis and Discussion

The researcher attempts to explore the perceptions of teachers about the use of ICT in second language learning. Majorly in our culture, in an educational

context, the ICT-based activities are not seen as very common at the higher secondary level. The student is supposed to follow the teacher not only in the classroom but also outside the classroom leaving little room for the use of ICT by the student for the acquisition of four language skills until and unless the teacher sets an example. The questionnaire was distributed among 20 ELT teachers, and the response was 100% as all the respondents filled the questionnaire. The descriptive analysis is presented in percentage in tables.

**Table 1.** Investigating Teachers' Perceptions about the Use of ICT in Second Language Learning

S. No	Item Description	SA	A	UND	DA	SDA
1	The use of ICT can improve the learning process	70 %	24 %	6 %	0 %	0 %
2	Information can be transferred to learners more effectively through ICT	32 %	62%	6 %	0 %	0 %
3	ICT based activities waste teacher's time	0 %	0 %	15 %	72 %	13 %
4	ICT based activities make the learners non-serious in ELT class	0 %	0 %	23 %	62 %	15 %
5	ICT based activities increase learners' interest in ELT class	20 %	60 %	6 %	14 %	0 %
6	I prefer to Google my topic instead of going to the library	26 %	43 %	0 %	31 %	0 %
7	The use of computers can make the assessment of learners swifter	21 %	60 %	15 %	4 %	0 %
8	The use of ICT makes language learning process more complex	6 %	11 %	17 %	66 %	0 %
9	ICT is equally beneficial for learners having different socioeconomic backgrounds	15 %	46 %	19 %	20 %	0 %
10	I need ELT websites that serve educational, informational, and communicative purposes	65 %	22 %	0 %	13 %	0 %



**Figure 1:** Teachers' Perceptions about the Use of ICT in Second Language Learning

The demographic characteristics of the participants that were collected were gender, age and institution. A big majority of respondents (70%) strongly agreed to the view that the use of ICT can improve the process of learning. 94 % respondents agreed that information can be transferred to learners more effectively through ICT. The notion that "The use of ICT wastes teacher's time in class" was rejected by the respondents. Respondents denied the negative impacts of ICT in common and agreed to the usefulness of ICT in ELT class.

The data illustrates the percentage of respondents from public and private institutions. Ten public (five male and five female), ten private (five male and five female) institutions were visited by the researcher. Out of 60 participants 30 belonged to public institutions while the remaining 30 were from private institutions. As mentioned above that the ratio of public and private institutions was kept equal, same was the case for gender. Four groups of the institutions were made and three available teachers from every group were given the questionnaire. Hence the gender participation was also equal. Majority of the respondents ranged between 25 to 34.

### **Conclusion and Recommendations**

The findings of the study illustrate that majority of the total respondents (70%) strongly agree with the view that the use of ICT can improve the process of learning. It further suggests that the teacher is well aware of the utilitarian side of ICT and ready to use it for the betterment of language skills in students of ESL. It strengthens the assumption that the use of ICT is very practical in SLL, and it makes the process of learning easier. The teachers think that the use of ICT can make the task of transferring information easy. The study revealed that a vast majority of the respondents is in favour of using ICT based learning. Such activities can bring variety into the class which results in better outcomes in language learning. The result strengthens the idea that the use of ICT is always

helpful in second language learning. The teachers' positive response shows that they are very much in favor of the use of ICT. It was further found that the teachers are ready to adopt modern technology based approach for second language teaching and they are well aware of the importance of it in improving language skills. In the light of the findings of the present study, it is concluded that the perceptions of ELT teachers regarding the use of ICT in ELT class is very important factor in multifarious ways. The study ascertains that in the presence of ICTs the success ratio of second language learning (SLL) and teaching can be increased. It is evident from the study that the benefits of ICT have been widely accepted and the teachers agree that it can be an effective instructional tool.

Although this research has made some contributions, the topic needs to be further explored to examine the impact of technological integration on language education in general and students' language skills in particular. As a result, future research will undoubtedly contribute to a concrete understanding of the role of technology integration in ESL / EFL classes, as well as in first language classes. There is a need for workshops to improve English teachers' technology integration skills. Rewarding teachers who try to apply new technologies in their classrooms will also help encourage other teachers to use technology in their language teaching circles. Due to the limitations of the present study, following recommendations are postulated for further research

- A study should be conducted to find out the students' perceptions about the use of ICT in second language learning.
- The present study was conducted at higher secondary level. So there is immense potential at primary and secondary level.
- A study should be conducted at intercity level to compare and contrast the findings.
- The rural areas also need to be researched regarding the availability and utilization of ICT resources by the teachers and the learners.

## References

- Almekhlafi, A. G. (2006). Effectiveness of interactive multimedia environment on language acquisition skills of 6th grade students in the United Arab Emirates. *International Journal of Instructional Media*, 33(4), 427-442.
- Benson, P. (2013). *Teaching and researching: Autonomy in language learning*. Routledge: Routledge Publications.
- Crystal, D. (2012). *English as a global language*. Cambridge: Cambridge University Press.
- Frigaard, A. (2002). Does the Computer Lab Improve Student Performance on Vocabulary, Grammar, and Listening Comprehension?
- Hawkins, R. (2002). Ten lessons for ICT and education in the developing world.
- Hirvela, A. (2007). Computer-mediated communication and the linking of students, text, and author on an ESL writing course listserv. *Computers and Composition*, 24(1), 36-55.
- Lam, Y., & Lawrence, G. (2002). Teacher-student role redefinition during a computer-based second language project: Are computers catalysts for empowering change? *Computer Assisted Language Learning*, 15(3), 295-315.
- Lee, J., Park, G. W., & Kim, Y. H. (2012). Method for transmitting information for inter-radio access technology handover: Google Patents.
- Levin, T., & Wadman, R. (2006a). Listening to students' voices on learning with information technologies in a rich technology-based classroom. *Journal of Educational Computing Research*, 34(3), 281-317.
- Levin, T., & Wadman, R. (2006b). Teachers' beliefs and practices in technology-based classrooms: A developmental view. *Journal of Research on Technology in Education*, 39(2), 157-181.
- Maki, C. (2008). Information and Communication Technology for Administration and Management for secondary schools in Cyprus. *Journal of Online Learning and Teaching*, 4(3), 18-20.
- Mangesi, J. (2010). A comparative study of approaches to ICT policy formulation and implementation in Ghana and South Africa.
- Mansor, N. (2007). Collaborative learning via email discussion: strategies for ESL writing classroom. *The Internet TESL Journal*, 13(3).
- Miner, T. (2004). Using technology to enhance learning: Instructor-or Student-Moderated Discussion Boards: Which are more effective.
- Preston, C., Cox, M., & Cox, K. (2000). Teachers as innovators: an evaluation of the motivation of teachers to use Information and Communications Technology: MirandaNet.
- Restaino, S. R., Payne, D. M., Baker, J. T., Andrews, J. R., Teare, S. W., Gilbreath, G. C., Goglewski, J. D. (2003). Liquid crystal technology for adaptive optics: an update. Paper presented at the Liquid Crystal Materials, Devices, and Applications IX.
- Rivers, W. M. (2018). *Teaching foreign-language skills*: University of Chicago Press.
- Rumpagaporn, M. W. (2007). Students' critical thinking skills, attitudes to ICT and perceptions of ICT classroom learning environments under the ICT schools pilot project in Thailand.
- Saunders, G., & Pincas, A. (2004). Student attitudes towards information and communication technologies in teaching and learning in the UK. *International Journal of Instructional Technology and Distance Learning*, 1(8).
- Schiller, J., & Voisard, A. (2004). Location-based services: Elsevier.
- Schofield, J. W., & Davidson, A. L. (2003). The impact of Internet use on relationships between teachers and students. *Mind, Culture, and Activity*, 10(1), 62-79.
- Schreyer, P. (2000). The contribution of information and communication technology to output growth.
- Simonsson, M. (2004). Technology use of Hispanic bilingual teachers: A function of their beliefs, attitudes and perceptions on peer technology use in the classroom. *Journal of Instructional Psychology*, 31(3), 257.
- Speier, C., Morris, M. G., & Briggs, C. M. (1995). Attitudes toward computers: The impact on performance. Paper presented at the Association for Information Systems Americas Conference held in Indianapolis, Indiana.
- Warschauer, M., & Kern, R. (2000). *Network-based language teaching: Concepts and practice*: Cambridge University press.
- Woodrow, J. E. (1991). Teachers' perceptions of computer needs. *Journal of research on computing in education*, 23(4), 475-496.

Yunus, M. M. (2007). Malaysian ESL teachers' use of ICT in their classrooms: expectations and realities. *ReCALL*, 19(1), 79-95.

Zhao, Y., & Frank, K. A. (2003). Factors affecting technology uses in schools: An ecological perspective. *American educational research journal*, 40(4), 807-840.