Impact of Information and Communication Technology (ICT) on Developing Teaching of English from Teacher's Perspective in King Khalid University- English Language Department (College of Science and Arts, Tanumah)

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Abstract: **This study aims to investigate impact of ICT in developing English language teaching (ELT) from English language teacher's perspective and how technology enhanced their teaching practices in their classes and what are the barriers that hinder their success of using these instructional technology in teaching process and their readiness towards the technology, an interview technique was used to collect the data from selective sample consist of 15 English teachers from King Khalid University English department .**

The following are some of the effective results revealed from this study: ICT played important role in developing English language teachers(sample of the study teaching process such as: help in gaining valuable teaching resources, as tools for teaching purposes, reduces teaching anxiety, help in follow-up their student activities, help in classes management and reduces the time and efforts.

The needed technology does not exist and that is seen through such factors such as; classes are not well prepared concerning ICT, Barriers that hinder the English language teachers from using ICT in their classes such as: Lack of, technical/pedagogical, Lack of teaching software, Lack of time of prepares resource, the number of students in the classroom and Lack of teacher training workshops.

The following are some of the important recommendation:

☐ **Sufficient ICT related training should be offered to university English language teachers.**

☐ **Classes should be equipped on technological based material concerning English Language teaching and learning.**

Keywords: **Information and Communications Technology (ICT), Integration, Challenges, Barriers, Perceptions, English Language Teaching (ELT), KKU, King Khalid University.**

1. INTRODUCTION

English Language Teaching (ELT) is an area that has changed over the years, moving from very teacher centered approaches to learner-centered ones (Richards, 1985).Recently great attention has given to technology as a mean to develop language skills (Melor, 2007), in this regard teaching practioners are exposed to new experiences.

Today, Information and communication technologies have entered every aspect of our lives, so that radical changes should take places to cope with these changes particular in, education, market and communications.

The unprecedented advances in the field of ICT have impacted the field of education more than any other field. "Rapid advances in Information and Communication Technology have created unprecedented opportunities in the field of education and have had a profound effect on the way teachers teach and how learners learn. Mastering ICT skills and utilizing ICT towards creating an improved teaching and learning environment is of utmost importance to teachers in creating a new learning culture" **(Molly Lee, 2005).**

Rapid changing in the world will allow for technology to be a cornerstone for each and every educational institution The technological revolution based on ICT therefore computers played central role in education in all aspects of life. centers on computer, information, communication and multimedia technologies, is often interpreted as the beginnings of a knowledge or information society, and therefore ascribes education a central role in every aspect of life. This huge transformation makes tremendous challenges to educators to think over again in order to use media in creative ways, as "teachers are the central forces in tapping the learning opportunities created by ICT" **(Majumdar, 2004).**

1.1 Statement of the problem:

The questions today is no longer but rather ' what are roles do ICT play in developing English language teaching practices and Are the English language teachers ready for the new educational era, for further self education and for putting more effort and time in their preparations so that they can offer more interesting lessons and more importantly, and utilizing the ICT in their teaching process? To prepare present generations for future challenges.

1.2 Objectives of the Study:

1. To know the role of ICT in improving English language teaching.

2. To identify the English language teachers readiness level to use the technology in their classes.

3. To identify the problem that face English language teacher in KKU in using the ICT in their classes.

4. To evaluate the current situation of English department at KKU concerning availability of needed technology.

1.3 Research Questions:

1. What are the roles do the ICT play in developing English language teaching?

2. To what extent do English language Teachers ready to use ICT in their teaching process?

3. What are the barriers that obstruct English language teachers form utilizing the ICT in their teaching process?

4. To what extent does the needed technology exist?

1.4 Significance of the study:

This study offer contributions to English language teaching (ELT): *Firstly*, improve teaching practice by introduction of ICT in English language field, through enlightening the policy makers of the role of ICT and evaluating the current situation of the ELT teachers'

Secondly, it helps in spreading the awareness of ICT and its role in teaching among English language teacher. *Thirdly*, it help in identifying the practice which is necessary for effectively consider ICT as pedagogical resources. *Fourthly*, it offer guideline to teachers to realize the importance of introducing ICT in their teaching .*fifthly*, it provide better understanding of policymakers on the university English language teacher's situation in order to build coherent strategic plans to implement e-learning and improve the teaching environment that suit the new technology and its demands. *Sexily*, to present the possibilities and challenges offered by the Information and Communication Technologies for the English as a Foreign Language teacher.

1.5 Delimitation of the study:

The impact of Information and Communication Technology (ICT) in English Language Teaching (ELT) from teacher's perspective In order to keep focused and to ensure validity, some issue should be considered:

• Time of study: Jan 2018.

• Location of study: Kingdom of Saudi Arabia, Abha, king Khalid University.

1.6 Research Terminology:

I CTs: stand for information and communication technologies

ELT: stand for English Language Teacher

2. LITERATURE REVIEW

2.1 How can ICTs help expand access to education?

ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies.

• Anytime, anywhere. One defining feature of ICTs is their ability to transcend time and space.

ICTs make possible asynchronous learning. Online course materials, for example, may be accessed 24 hours a day, 7 days a week (i.e., synchronous learning).

2.2 Use of Technology in Teaching English:

As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students. In fact, till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for ESL students who learn the language for more than just fun.

2.3 The Growth of ELT through Technology:

21th century is the age of globalization therefore English language comes first before all foreign languages. Internet has become a part from our life. **Graddol, (2000)** suggests that English language learners' will multiply during years. The forecast points to a surge in English learning, which has peaked in 2010. Studies indicates that over 80% of information stored on the internet is in English.

2.4 The Application of Technology in Language Teaching:

Technology has become source for language teaching therefore communication revolution has great effect on language education. Shiftng has take place in langue education and teaching pedagogy from communicative approach towards a context–based approach to language teaching pedagogy. The range of new information technologies is diverse and includes micro computer, the satellite, and internet (the merging of computer and telecommunications).

2.5 What barriers obstruct the use of ICT in teaching?

2.5.1 Introduction:

In this section I am going to identify the barriers that obstruct teachers from using ICT in their teaching and look at their causes and effects and how teachers overcome them. Identification of the teacher's barriers is the first step to eliminate them. It is true that computers are most often employed to supplement traditional classroom pedagogy and have not been fully integrated into classroom learning activities. The question this raises is why an innovation that has been present in college in some form for around twenty years has not yet reached critical mass.

According to BECTA (2003) a 'barrier' is defined as any factor that prevents or restricts the teacher's use of ICT in the classroom.

2.5.2 Lack of teacher confidence and teachers' computer anxiety:

Many teachers who do not consider being well skilled in using ICT. Teachers' feel anxious about using it in front of a class of children who perhaps know more than they do. Larner and Timberlake (1995) found that teachers were worried and hesitated showing their pupils that they did not know how to use the equipment, and that it was the teachers who

experienced this kind of anxiety who were less willing and / or able to make use of computers in their teaching. In addition, pupils' attitudes and expectations of their teachers' competence in ICT are likely to contribute to this teacher anxiety.

2.5.3 Lack of teacher competence:

Kirkwood (2000) state training is the most important factor so as to achieve high level of competency regarding effective use of information and communication., there is a need to provide training, and perhaps unsurprisingly, there is a great deal of literature evidence to suggest that effective training is crucial if teachers are to implement ICT effectively in their teaching. If training is inadequate or inappropriate, then teachers will not be sufficiently prepared, and perhaps not sufficiently confident, to make full use of technology in and out of the classroom therefore training has to be every now and then and during the academic year. The lack of teacher competence, then, together with the associated lack of quality training for teachers, can be seen as a barrier to teachers' use of ICT.

2.5.4 Lack of time for training:

Kirkwood (2000) mentioned that the fact that expecting teachers to train in their own time caused a slow uptake in the training. According to BECTA (2004) Lack of time as a significant barrier, and suggesting that one way to overcome this would be to provide non-contact time for teachers to undertake ICT training during hours.

2.6 ICT and changes in the Teacher's Role:

The impact of the Internet in education in the recent years fosters the vision of a open, global and flexible learning, as authors such as Colás state (2003:33) leading to radical shifts in the teacher's role and competencies. In the framework of this educational landscape the role of the teacher is that of acting as guide and instrument to assure a comprehensive learning process via the Internet, managing the student's learning process by creating - at the same time- new instructional models set in newly-created virtual environments. Colás (2003:33) understands knowledge manager as the person who is able to manage the student´s skills, abilities and knowledge, motivating and taking benefit of the student´s both individual and collective learning possibilities.

The teacher will have to develop skill related to the learning contexts that changes in teaching and learning paradigms require Thus, the teacher's role is multiplied and shifts from being a single transmitter of knowledge to become facilitator and guide of the learning process, integrator of new ICT media, researcher and designer of suitable learning scenarios, collaborator (with other teachers and students), orchestrator, learner and evaluator. The ICC report (2002: 9-16) is especially devoted to the role of teachers of foreign languages determines the skills and competencies a teacher has to master in order to integrate ICT in a successful way. Thus, the report mentions the acquisition of technical, organizational, conceptual skills together with the new literacies: technical, scientific, digital, critical, linguistic, and cultural and mediation literacies. Similarly, referring to the role and function of teachers who develop their activities in ICT-based settings, Lufti, Gisbert and Fandos (2001:70) point out five main functions a teacher should compile: information consultant, group collaborator, facilitator, critical generator of knowledge and finally, academic supervisor. The authors add that the teacher´s profile is shaped in three dimensions: cognitive-reflexive, active-creative and affective-communicative

(2001:71). Cebrián (2003:78-79) develops the new profile of teachers according to the following functions: assessor and guide of the autonomous learning process, resource facilitator, designer of new technology-rich learning environments, adapter of different materials, producer of new didactic materials in ICT-based settings, evaluator of the different processes in which these environments and resources are involved and finally he/she will have to be able to acquire a professional viewpoint on ICT life-long learning.

The necessity of thinking through the challenge that ICT integration supposes to teachers constitutes a basic aspect upon which many authors such as Gisbert, (2001), Colás (2003), Blázquez (2003) and other reports agree and determines-at the same time- the appearance of clearly defined instructional needs. As Gisbert (2001) points out, the teacher's role in ICT-based learning settings is not easy, it is crucial that they acquire instruction regarding the design and implementation on on-line courses, the orchestration of ICT/Web-based instructional processes and the development of management skills. Ongoing teacher training together with the creation of suitable instructional spaces becomes fundamental to enable teachers to implement successfully ICT in their teaching and becomes -at the same time essential to reach a high degree of quality in the near future teaching processes.

3. RESEARCH METHODS AND DESIGN

3.1 Introduction:

This chapter describes the research methods applied in this study; it includes data collection methods, the data collection instruments, the research population, the participants used in this study and data analysis methods.

3.2 Research Method:

In this study, both quantitative and qualitative methods were used to collect data from the selected participants (Creswell, 2007).These methods assisted in building a base on a complete understanding of the research problem. Use of both quantitative and qualitative methods together lead to a terminology known as mixed methods. Mixed methods of research are "those studies or lines of inquiry that integrate one or more qualitative and quantitative techniques for data collection and/or analysis" (Borkan, 2004) although such terminology is not as simple as it is (Sandelowski, 2000 and Bryman, 2006).

3.3 Qualitative methods:

Qualitative method is defined as an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed in words, reporting detailed views of participants conducted in a natural setting (Creswell, 2007). It could also be defined as a multi-focus method, involving an interpretive, naturalistic approach to its subject matter (Denzin &Lincoln, 1994). The use of this method enabled to study things in their natural settings and related interpretations i.e. teacher's feelings while busy in their natural working environment,(Cohen and Morrison, 2000).In this study. Interviews were conducted with heads of English language departments. With this method, sufficient data were collected leading to the understanding of barriers that hinders English language teachers from using the ICT in their teaching process.

3.5 Population and sampling:

A population is a group of elements or cases, individual objects or events, that conform to specific criteria and to which we intend to generalize the results of the research (McMillan and Schumacher, 2001). In this study, the population used for was all English language teachers in King Khalid University.

3.5.1Sampling In this study, the sample size was 25 English language teachers selectively drawn out from all English language teachers in King Khalid University English department.

3.6 Data collection technique:

Interviews:

Interview is a purposeful interaction between two or more people focused on one person trying to get required information or a face-to-face encounter between the researcher and participant on lives, experiences or situations (Taylor and Bogdan, 1984; Gay, 2003). Such interviews permit to researchers to obtain important data which could not be acquired with other tools (Cohen and Morrison, 2000). In this study, open ended questions, semi-structured 1-hr long interviews were conducted with 15 English language teachers.

4. INTERVIEW ANALYSIS

4.1 Are English language Teachers ready to use ICT in their teaching process?

In this section, the English language teacher's level of readiness to use ICT in their learning process was assessed.

4.2 Are there adequate infrastructure facilities in your department to support ICT integrated activities?

Generally, all participants expressed their interest and willingness to use ICT in their teaching process although; almost all of them expressed their dissatisfaction about the **infrastructure facilities in their department to support ICT integrated activities?**

4. 3 Have you conducted ICT integrated lecture in 2012?

Most of participants referred to the positive effects of **ICT integrated lecture to the** students, and enriching teaching with activities that reflect teaching learning styles, and making learning more student-centred**.** However, all of them shared the views that lack of workshops and training is barriers for them to conduct a good and professional lecture and what have done is tries and in professional one. This indicated positive attitudes of teachers and good level of readiness

4.4 Do you possess sufficient ICT skills to confidently carry out ICT integrated activities in class?

All participants pointed out that they do posses a basic computer skills and professional computer and ICT related training is needed training should be in university hours and should focus on specific examples of how e-ICT can be used in teaching.

4.5 What obstacles do you face in carrying out ICT integrated teaching and learning activities?

All participants pointed out that they following are the most important barriers that face d them to use ICT in their teaching process such as: Lack of technical/pedagogical, Lack of teaching software, Lack of time of prepares resource, the number of students in the classroom and Lack of teacher training workshops

5. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction:

This chapter presents a summary of findings, conclusions drawn from this study and recommendations and suggestion for further studies.

5.2 Summary of findings:

This section presents a summary of findings:

In conclusion, the research can sum up this section as that; data were collected using questionnaire, and are discussed, in order to pick up the research findings.

5.2.1 ICT played important role in developing English language teachers(sample of the study teaching process such as: such as; gaining valuable teaching resources, as tools for teaching purposes, reduces teaching anxiety, help in follow-up their student activities, help in classes management and reduces the time and efforts.

5.2.2 The needed technology does not exist and that is seen through such factors such as; classes are not well prepared concerning ICT, which negatively affected in English language teachers (sample of the study) teaching process and reduce the development of English language teaching.

5.2.3 There are many barriers that hinder them from using ICT in their classes such as;

Lack of technical/pedagogical, Lack of teaching software, Lack of time of prepares resource, the number of students in the classroom and Lack of teacher training workshops

5.2.4 English language Teachers are ready to use ICT in their teaching process

All participants expressed their interest and willingness to use ICT in their teaching process , and t**hey revealed that they possess sufficient ICT skills to confidently carry out ICT integrated activities in their classes.**

5.3 Conclusion:

This study provides a theoretical and practical base for using and utilizing ICT in developing English teaching process in universities. It is therefore concluded that ICT facilities in universities will specifically provide morale and confidence teachers development, in teaching process. The ICT facilities which significantly affected the development of English language teaching process could be offered by policy makers to enables teacher with technological tools. Additionally, barriers obstruct teachers from using ICT in their teaching process such as: lack of ICT training, infrastructures and access to ICT facilities as well as Lack of technical/pedagogical, Lack of teaching software, Lack of time of prepares resource, the number of students in the classroom and Lack of teacher training workshops should be solve or bridge by government support in order to ensure good teaching and learning qualities particular in subject like English language.

6. RECOMMENDATIONS

In this study it is recommended that:

✓ Sufficient ICT training should be offered to university English language teachers

✓ Classes should be equipped on technological based material concerning English Language teaching and learning.

✓ Classes should be connected with internet services and ICT facilities.

✓ Special attention should be directed to language teaching software.

✓ The intake of the student in English language department should be reducing because of the nature of the subject and lab design.

✓ Minimum ICT requirements should be offered in order to ensure good quality of teaching and learning.

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