English Teachers' Perception towards Using ICTs in ELT in Secondary Schools of Bhojpur Municipality: A Census Study

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Abstract

This study attempts to investigate English teachers' perception towards using ICTs in English language teaching in Secondary Schools of Bhojpur Municipality. The Census method was adopted to obtain the objectives. Likert-scale survey questionnaires and non-participation observations were adopted as the technique and tools of data collection to answer the research questions. The result of the study exhibits that the integration of ICTS in teaching English enhances the learning of the English language. The idea of using ICTs such as YouTube video improves the listening and speaking skills of the English language of both teachers and students. In addition, the majority of English language teachers have a positive attitude towards the use of ICTS in English language teaching. Most of the teachers had positive perceptions towards the use of ICTs in helping students to master their grammatical competence.

Keywords: Perceptions, ICTs, ELT, Census Method

Introduction

Information and communication technology (ICTs) has been a lifestyle of human beings in this 21st-century world. It has concerned human beings from their local context to the global context. We can recognize ICTs as catalysts for transformation which are playing the roles of change in teaching methods and approaches (Ratheeswari, 2018). The use of ICTs is influencing both schools and English language teaching.

The power of ICTs has caused a paradigm shift in education; and effective education without the use of ICTs is impossible to imagine (Larson, 2017). The traditional method (banking approach) of teaching the English language is gradually being replaced by the use of ICTs. Teaching pedagogy is shifting from traditional to modern ways due to the use of ICTs. ICTS help teachers to present their teaching attractively and make the learners able to learn more fruitfully (Larson, 2017). Therefore, ICTs need to be effectively integrated into formal teaching and learning, especially in English language teaching (ELT).

ICTs provide authentic language learning resources and contexts, create cooperative and collaborative environments, and they provide opportunities for effective teaching and learning (Kumar & Tammelin, 2008). ICTs can transform the learning context; they can

provide multiple opportunities in the field of education such as ICTs increase access to information and learning resources, they enhance collaborative learning, and they support self-directed lifelong learning (Jimoyiannis, 2012).

The use of ICTs gives a chance to teachers as well as students to increase the quality of education and meet the requirements set by the coeval knowledge society. ICTs have become essential tools for educational change and reform (Ammanni & Aparanjani, 2016).

Many teachers and educators such as Liu (2012), Ince (2014), ACTFL (2013), and Acevedo (2016) in their research studies have concluded that English language teaching and learning is effective and more successful with the integration of ICTs (Poudel, 2018). According to Davis (2007), the incorporation of the technologies into English classrooms can help achieve: (i) cognitive gain by providing visual images, (ii) motivational gain by providing fun, and (iii) interactional gain by providing convenience sharing. ICTSs provide opportunities for exploring the communicative power of English learners, engaging them in exploring literary texts and several other interactive activities in exciting ways (Richards, 2007).

The use of ICTs also helps for facilitating their English language learning (Li, Hu, & Zou, 2012, as cited in Poudel, 2018). The use of ICTs plays various roles in the learning and teaching processes of the English language. Wong et al. (2006) point out that ICTs can help teachers enhance their pedagogical practice in the field of ELT and equip them with the knowledge and skills to use different computer technologies to access, analyse, interpret, process and disseminate information to learners while teaching the English language.

Based on my own observation, more ELT teachers now have access to ICTs tools for gaining knowledge and information. However, in the case of community schools of the Bhojpur district, only a few ELT teachers of the schools have been adopting ICTs tools in ELT. Many ELT teachers are not optimally using ICTs tools in the ELT process. They are still not willing to integrate ICTs tools in ELT. Many of them have been found still to prefer the traditional method of teaching (e.g. chalk and talk with textbooks) despite being quite familiar with the internet, and social media (e.g. Facebook. messenger). The teaching pedagogy of the English language is not shifting from the traditional way to the modern way because of the unwillingness of ELT teachers in the schools of Bhojpur municipality. Therefore, it is required to know English teachers' perceptions, of whether the use of ICTS plays a positive role or negative in ELT. Accordingly, this paper aims at investigating ELT teachers' perception towards using ICTs in ELT in community secondary schools of Bhojpur municipality of Bhojpur district.

The use of ICTs adds knowledge and skills to English teachers about methods for teaching the English language. It widens the scope of English language teaching. It provides quality teaching materials for teaching and learning English. In this rationale, this study was conducted to answer the following research question:
What are the ELT teachers' perceptions of the use of ICTs in their ELT classrooms?

Literature Review

Most of these research studies are concerned with the context of countries other than Nepal, mostly in developed countries; and the studies based on the educational context in Nepal are quite a few. The few studies carried out in the Nepalese context (such as Newa 2007; Thapaliya, 2014) so far are concerned with the concepts such as perception and motivation towards ICTs, and their availability; (Poudel, 2018). Similarly, (Poudel, 2018) carried out research on *the* use of information and communication technologies in English language teaching and learning which adopted mixed methods.

Thapaliya (2014) carried out a study on title of "Teachers' Perception and Practices of Information and Communication Technologies (ICTs) in Teaching English in Public Schools of Nepal". The researcher aimed to discover the perception of English teachers towards using ICTs in ELT. The study found that the teachers had a positive perception towards the use of ICTs.

Poudel (2018) investigated research entitled " Integrating ICTs in English Language Teaching: Teacher's Perception, Strategies and Challenges. The main goal of the study was to shed light on how Nepalese ESL teachers of rural schools have integrated ICTs into their classes and what their perception of them using ICTs in the classroom is. It was found that English teachers were highly interested in using ICTs in ELT classrooms.

Newa (2007) carried out a research study with respect to the Nepalese school education teaching-learning context. The objectives of his study were to compare secondary school teachers of community and institutional and to study their interaction effect with respect to the variables like teacher effectiveness, job satisfaction, media utilization, perceptions towards media, and perceptions towards ICTs. It was a quantitative study. The teachers in the schools were positive about the role of ICTs in quality learning.

Research Methodology

This study is quantitative research. The main principle of quantitative research design is that it examines or studies the relationships between or among the variables using numerical facts (Creswell, 2014) as cited in (Poudel,2018). The study adopted a census method to choose the respondents from secondary schools of Bhojpur municipality. A census method is the process of a statistical list where all members or every unit of a population are analysed. Fourteen English language teachers who integrated ICTS in ELT were selected using a census method from community secondary schools of Bhojpur municipality of Bhojpur district.

In this research, both primary and secondary sources of data were used to collect the information. The primary sources of data for this study were secondary-level English teachers of secondary schools owned by the government of Nepal. Apart from the English teachers, the headmaster, students and members of the school management committee of the school also were involved as the primary source of data. Different books, journals, articles,

newspapers, websites, e-journal blogs, and references were reviewed to collect secondary sources of information.

The respondents of this study were English teachers who had been teaching the English language using ICTS. The informants were given Likert-types of questionnaires and they were asked to choose the best options in their answers. After preparing the questionnaires, the researcher visited the schools and met the informants selected by the census method and built rapport with the respondents. The researcher explained the purpose of the research and data elicited from the interview was recorded on an audio-visual device.

Data collected from the study were analysed and interpreted by using SPSS 25 under the different headings and subheadings to make the interpretation more vivid and stigmatic. The various facts and variables of the data were presented in tables, charts and diagrams with explanations. The analysis and interpretation of the data were made under different categories.

Findings of the Study

Major findings of the study have been first discussed and these findings have been categorized into themes and then these themes have also been discussed under the discussion part.

Finding 1: Most English teachers use ICTs for English language teaching in the classroom

During the data collection process, English teachers were asked if they had been using the ICTs tool to teach the English language in their classroom. Their answers have been presented in the figure below:

Figure 1

Use of ICT tools for ELT in class

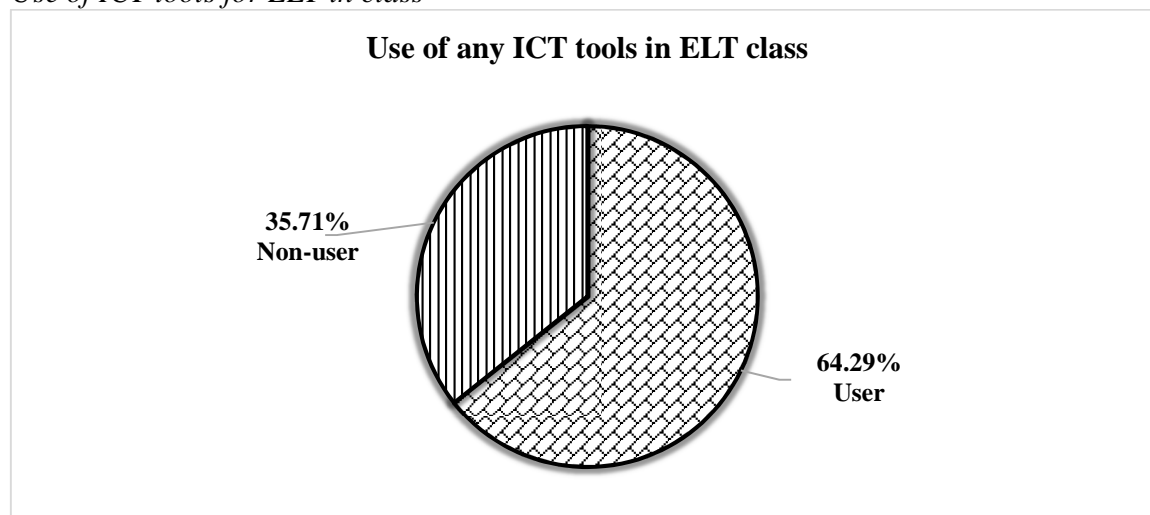**Use of any ICT tools in ELT class**

35.71%
Non-user

64.29%
User

Figure 1 demonstrates ICT users and non-users in ELT classrooms by EL teachers. 64 % of ELT teachers replied that they had been integrating ICTs tools in their ELT classroom whereas almost 36 % of them answered that they did not use ICTs while teaching the English language. They had been traditionally teaching the English language.

Finding 2: Time duration of using ICTs tools by ELT teachers in their ELT classroom

English teachers were asked how long they had been using ICTs tools for the purpose of English language teaching in their classroom.

Figure 2

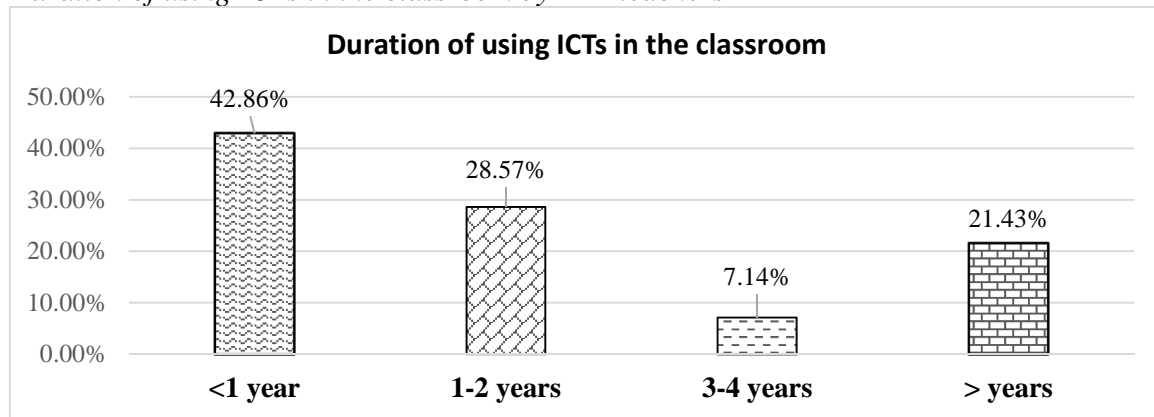*Duration of using ICTs in the classroom by ELT teachers*

Figure 2 demonstrates the duration of using ICTs in the classroom by ELT teachers. Almost 43% of them replied that they had been using ICT tools for less than a year. Likewise, 29% of them said that they had been using ICT tools for one-two years, 7% of them told that they had been using ICT tools for three-four years and 21% of them had been using ICT tools for more than five years. Their answers made it clear that most of the ELT teachers in secondary community schools of Bhojpur municipality had been using ICTs for a short.

Findings 3: Teachers' Perception Towards the Use of Information and Communication Technology (ICTS) in English language teaching (ELT)

To investigate ELT English teachers' perceptions of using ICTs in ELT, twelve Likert-type of questionnaires were developed and the participants were asked to choose the five alternatives. The participants used a five-point Likert –type scale (i.e. 1= completely agree, 2=agree, 3=neutral, 4= disagree, 5= completely disagree) to rate their level of agreement about perception on 12 statements which has been shown below in the table:

Table 1

ELT teachers' perception in the use of ICT tools in ELT

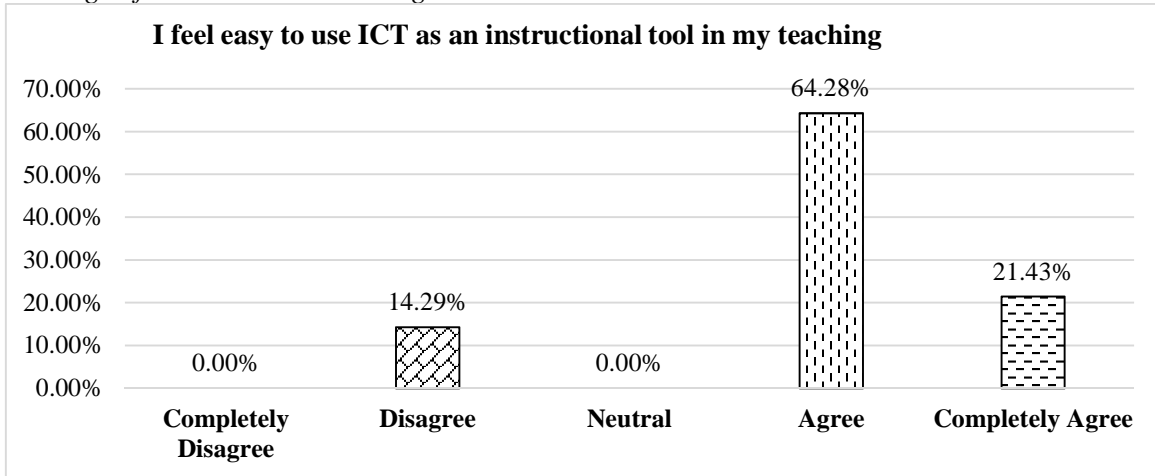| Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel easy to use ICTs as an instructional tool in my teaching	21.4%	64.3%	-	14.3%	-
The idea of using YouTube videos improves the listening and speaking skills of the English language of both teachers and students	35.71%	64.29%	-	--	-
Teaching with the use of ICTs is more useful than the traditional way of teaching	64.3%	35.7%	-	-	-
The use of ICTs is not conducive to teachers teaching because it is not easy to use	-	42.9 %	21.4%	14.3%	21.4%
The ICTs will change the way I teach and the way the students learn in the classroom	42.9%	50%	7.1%	-	
The use of ICTs in English teaching and learning scares me	-	14.3%	14.3%	50%	21.4%
The use of ICTs will help the teachers to teach four language skills more effectively simultaneously	57.1%	42.9%			
I use ICTs tools in the classroom because I am interested in it	42.9%	42.9%	7.1%	7.1%	-
The use of ICTs creates a better atmosphere in the classroom	64.3%	28.6%			7.1%
The use of ICTs helps students improve their reading and writing skills.	21.4%	64.3%	7.1%	7.1%	
The use of ICTs helps students to master their grammar competence.	21.4%	50.0%	21.4%	7.1%	
The use of ICTs enables the students to acquire vocabulary better	21.4%	64.3%	7.1%		7.1%
Total in Average	**32.73%**	**47.04%**	**7.12%**	**8.32%**	**4.75%**

The table above displays that ELT teachers believe in the use of ICT tools in ELT classrooms. 32.73 % and 47.04% of ELT teachers strongly agreed and agreed respectively that the use of ICTs impacts on teaching and learning of the English language in the classroom.

Finding 3, A: ELT teachers feel easy to use ICTs as instrumental tools in their teaching

ELT teachers were requested to express their feelings in the above statement. Their answers have been presented in the figure below:

Figure 3
Feelings of ELT teachers in using ICTs as instrument tools

I feel easy to use ICT as an instructional tool in my teaching

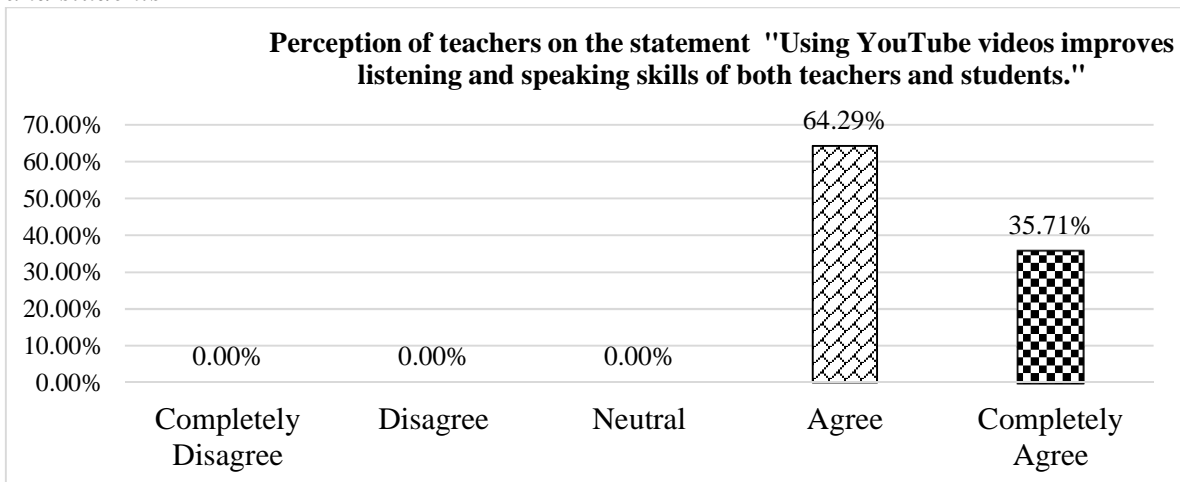| | | | 64.28% | |
| Completely Disagree 0.00% | Disagree 14.29% | Neutral 0.00% | Agree 64.28% | Completely Agree 21.43% |

The participants used a five-point Likert-type scale (CD=0%, D=14.29%, N= 0%, A= 64.28% and CA= 21.43%) to indicate their perception of the statements of "I feel easy to use ICTs as instrumental tools in my teaching." The result showed that more than 64% of English language teachers felt it was easy to use ICTs tools in their ELT activities.

Finding 3, B: The idea of using YouTube videos improves listening and speaking skills in the English language of both teachers and students

ELT teachers were requested to express their perceptions in the above statement. Their answers have been presented in the figure below:

Figure 4
The idea of using YouTube videos improves the listening and speaking skills of both teachers and students

Perception of teachers on the statement "Using YouTube videos improves listening and speaking skills of both teachers and students."

| Completely Disagree 0.00% | Disagree 0.00% | Neutral 0.00% | Agree 64.29% | Completely Agree 35.71% |

The participants used a five-point Likert-type scale (CD=0%, D=0%, N= 0%, A= 64.29% and CA= 35.71%) to indicate their perception of the statements of 'The idea of using YouTube videos improves listening and speaking skills of the English language of both teachers and students'. The result showed that more than 64 % and 36 % of English language teachers agreed and completely agreed respectively on this statement. This makes clear that YouTube improves the listening and speaking skills of the English language of both teachers and students.

Finding 3, C: Teaching with the use of ICTS is more useful than the traditional way of teaching.

ELT teachers were requested to express their perceptions in the above statement. The data showed that 64% of English teachers completely agreed and 36% of them agreed with the statement that using ICTs is more useful than the traditional way of teaching. The majority of English teachers believe that teaching the English language can be more effective and useful than the traditional approach (banking approach).

Finding 3, D: The ICTS will change the way ELT teachers teach and the way the students learn in the classroom

Figure 5

Perception of teachers on the statement "ICTs will change the way ELT teachers teach and the way the students learn in the classroom."
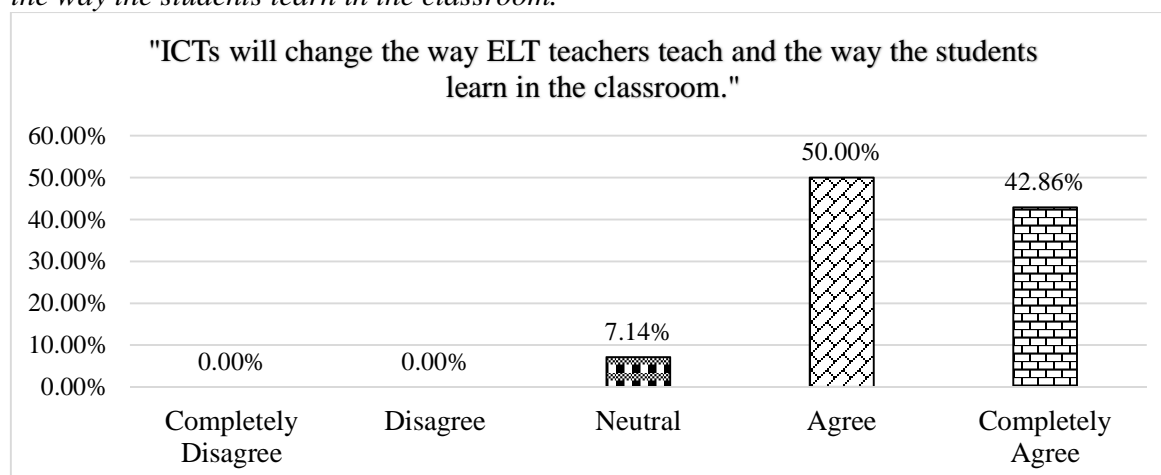

Figure 5 displays 50% of English language teachers agreed and 43% of them strongly agreed with the view that the use of ICTs brought the way they taught and the way the students learnt in the classroom. The figure also revealed 7.14% of them remained neutral with this statement. This fact makes it clear that ICTs may bring changes to the techniques of teaching English in the classroom.

Finding 3, F: The use of ICTs in English teaching and learning scares ELT teachers
Figure 6
Perception of teachers on the statement " Use of ICTs in classroom scares ELT teachers."
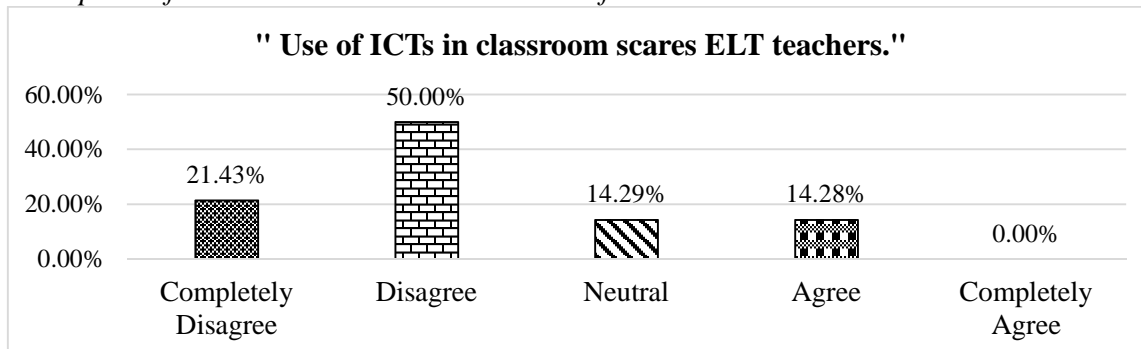

" Use of ICTs in classroom scares ELT teachers."

Figure 6 reveals ICTs did not scare English language teachers in the teaching of the English language. Figure 7 reveals 50% of the teachers disagreed and 21% of them strongly disagreed with this view. However, 14% of them remained neutral and 14.29% of others showed their agreement. This fact shows that English language teachers are afraid of using ICTs as teaching tools. They did not feel fear of using ICTS in the classroom.

Finding 3, G: The use of ICTs will help ELT teachers to teach four language skills more effectively simultaneously

The majority of English language teachers believed that ICTs help English language teachers to teach four language skills more effectively simultaneously. The study revealed that 43% of the teachers agreed and 57% of them strongly agreed with this statement. They considered that the use of ICTs supports and facilitate them to improve the listening, speaking, reading and writing skills of the students at the same time.

Finding 3, H: ELT teachers use ICT tools in the classroom because they are interested in it

Almost all English language teachers were interested in using ICT tools in their classrooms so they used ICT tools in their class. The study found that 43% of respondents agreed and strongly agreed with this statement, respectively. However, 7% of them remained neutral and the same per cent of others disagreed with this fact. This data makes clear that the teachers are interested in using ICTs to teach the English language.

Finding 3 I: The use of ICTs creates a better atmosphere in the classroom

The study showed that 64% of English language teachers believed " ICTs create a better environment in the classroom." Similarly, 29% of others also supported this fact because they agreed with this view. But 7 % of them did not support this idea because they disagreed completely with this view. In this way, the use of ICTs plays a positive role in creating a better classroom environment. It may make the classroom attractive, enjoyable, and interactive.

Finding 3, J: The use of ICTs helps the students improve their reading and writing skills.

      Most English language teachers believed that ICTs helped the students to improve their reading and writing skills. The study revealed that 64% of them agreed and 21% of them strongly agreed with the fact that ICTs helped to improve their reading and writing skills. However, 7% of them stood in favour of the mid-point and 7% of them showed their disagreement.

Finding 3, K: The use of ICTS helps the students to master their grammar competence

Figure 7

Perception of teachers on the statement "Use of ICTs helps the students to master their grammar competence."
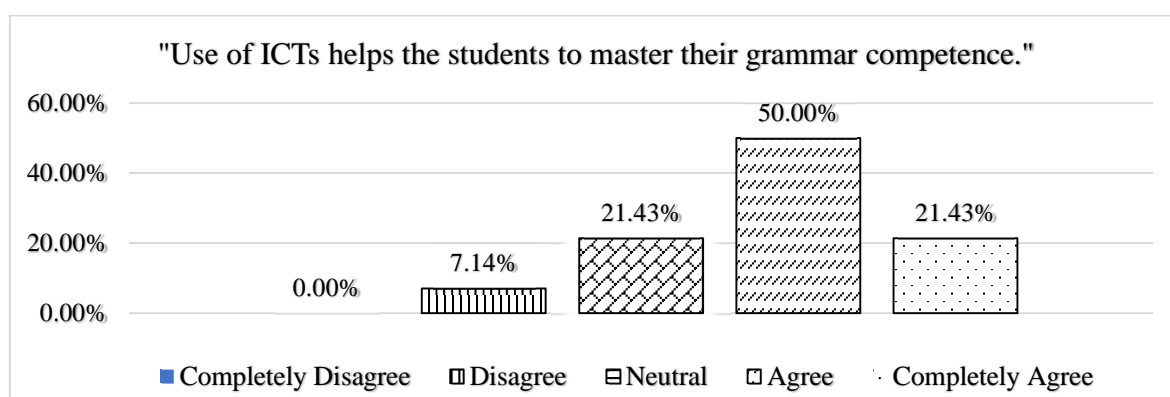
      Most of the English language teachers had positive perceptions towards the use of ICTs. They believe that ICTs help students to master their grammatical competence. Figure 7 demonstrates 50% and 21% of them agreed and strongly agreed with this statement ICTs helped them to master grammatical competence. But 21% of them remained neutral and 7% of them just disagreed with it.

Finding 3, L: The use of ICTS enables the students to acquire vocabulary better

      Most English language teachers considered ICTs to enable them to acquire vocabulary better. The study found that 64% of them agreed with the view that ICTs made the students able to learn vocabulary and also, showed 21% of others strongly agreed with this fact. However, 7.14% remained neutral and the same per cent of them strongly disagreed with this fact.

Discussion

      Based on the findings yielded from the data, this section delineates possible interpretations and a discussion of the results. The findings showed that almost all English language teachers agreed that the integration of ICTs makes English language teaching and learning more effective and natural. However, all of them were not interested in using ICTs in ELT. For instance, 64% of English teachers have been found of using ICTs for English

language teaching. But 36% of them did not show their interest in using ICTs for teaching the English language in the class.

The result also showed that almost all of them agreed ICTs improve students' listening, speaking, reading, and writing skills. In this regard, Sosas, R.V. (2021) explored that ICTs improves speaking skill. Moreover, ICTs in teaching speaking increases fluency and accuracy. They also agreed that the use of ICTs also helps the student master vocabulary and grammar. For example, it was identified that almost 65% of English teachers agreed with the statement that they felt easy to use ICT tools as instructional tools in their classroom. The majority of English teachers believe that the use of YouTube videos improves students' and teachers' listening and speaking skills. For example, almost, 64% of the respondents were in favour of using YouTube videos. Most English teachers considered that using ICTs is more useful than the traditional approach. The view of the participants suggested that 64% of English teachers strongly agreed with the view. It was identified that the use of ICTs was not conducive to 43% of English teachers teaching English as it was not easy to integrate ICTs in ELT. The majority of English teachers believed that the use of ICTs changed the way they taught and the way the students learnt in the classroom. The finding also indicated that 50% of English teachers disagreed and 21% strongly disagreed with the view that the use of ICTs did not scare them. The next result showed that 53% of the teachers agreed and 57% strongly agreed with this statement that the use of ICTs helped English teachers teach four language skills together. Another finding displayed that almost 64% of the participants strongly agreed and 36% of them agreed with the view that the use of ICTs makes the concept clearer. The result also indicated that 50% and 36% of English teachers agreed and strongly agreed that they should incorporate ICTs in English language teaching. Almost 86% of the teachers were interested in using ICTs in teaching lessons. Similarly, 93% of English teachers believe that the use of ICTs creates a good atmosphere in the classroom. It was identified that 85% of English teachers believed that the use of ICTs improved the reading and writing skills of the students. The finding of the data yielded that 71% of the teachers agreed with the view that the use of ICTs helps student master grammar. Finally, the result showed that 75 % of the teachers think that the use of ICTs helps them to acquire vocabulary.

Conclusion

This is an empirical study which has adopted the census method of the study. The study aims at investigating the perception of English teachers. The conclusion drawn from the whole process of the study is that English language teachers are interested in using ICTs tools for English language teaching. The main findings of the study revealed that ICTs need to be used for teaching the English language because the use of ICTs is more useful than the traditional way of teaching English. ELT teachers use ICT tools in the classroom because they are interested in it. The use of ICTs creates a better atmosphere in the classroom. The use of ICTs helps students improve their reading and writing skills. The use of ICTs helps students improve their reading and writing skills.

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