

Perception of English Teachers towards the Use of Technology in Class

The Case of Nabatieh Area (Lebanon) Schools

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Abstract—This study investigates the perception of English teachers about the use of technology in their classes in Nabatieh – South Lebanon – schools. Descriptive qualitative and quantitative methodology, which includes a questionnaire and interview questions, is used to answer the research questions. Data is collected from English teachers and coordinators from Nabatieh district schools – both public and private – and a university, the Lebanese International University (LIU). The findings revealed that technology is used more in Nabatieh private schools, English teachers at Nabatieh schools are well-equipped with technology, technology use enhances the students’ performance and attention in class, and that technology is frequently used in teaching English in classes.

Keywords-attitude; perception; technology; Lebanon.

I. INTRODUCTION

Technology provides various options to make teaching more interesting and productive when it comes to improvements. Today, technology is being used as part of new, updated methods in teaching to serve students with auditory and visual aids [1]. As the English language is becoming increasingly used globally, it is being learned and spoken by many individuals every day. Technology-mediated language learning seems to be most successful when the technology is continuously integrated into the overall activity and where it is used as a tool in curriculum. Technology is continuously being used for many skills and activities of language teaching [2].

This paper is organized into four sections, as follows: Section 2 contains the literature review of the study. Section 3 investigates the methodology of the study upon discussing the design of study, participants, instruments, findings, and data analysis. The results and their discussion are presented in Section 4. We conclude this paper in Section 5.

II. LITERATURE REVIEW

A. The impact of technology integration

The impact of integrating Information and Communication Technology (ICT) in education has been explored by many researchers in various contexts and settings. There was a common result in most of the studies, which showed the effectiveness of technology use in

education and how it helps in creating teaching methods and developing students’ knowledge. Technology provides learners access to high amount of data that the teacher has no control on. However, teachers in schools are being more active in implementing new thoughts while their attitude and beliefs may support improvements in education. Technology gives students the opportunity to learn in the most updated ways. Using technology in language classes, like English language, is changing the way we learn. The Internet gives access to new vocabulary, mostly because the users lead the language to specific ways. The positive results of technology integration in education have persuaded many countries to include the use of technology in their programs in order to develop workforces that are skilled and educated in technology, as well as being able to meet with international challenges [3].

B. The barriers to the effective use of technology in education

Lack of professional development is one of the barriers, where in many schools, teachers do not feel ready to learn technology and integrate it while teaching in class, whereas students know how to use technology for educational purposes. Another barrier is resistance to change; in this case, some teachers prefer to stick to the old methods of teaching. Using technology in class can be very demanding at first because students need some assistance [4]. Also, the lack of innovation can be considered another barrier where teachers need to be creative when using technology tools in classes. For some teachers, it is easy to learn, while others take some time to learn technology tools in their teaching [5]. Access to technology is the most obvious barrier, where some schools lack access to technological equipment that can be used as auditory and visual aids [6].

C. Training educators to integrate technology in classrooms

Teachers need to comprehend the latest approaches for applying technology in class in order to have effective technology enhanced instructional strategies. How a teacher feels about applying technology in class impacts how it is used in classrooms and how it affects students’ learning. It is important to include teacher training in schools a keep teachers informed about new technology programs and tools

so that teachers will be ready to use it with their students and make teaching and learning an easy and fun process [3].

D. Analysis on necessity of application of multimedia technology to English teaching

There are many reasons to apply multimedia technology to English teaching. One of the reasons is that it cultivates students’ interest to study [7]. Another reason is that multimedia technology promotes students’ communication capacity [2]. Also, it is used to widen students’ knowledge to gain insightful understanding to Western culture [7]. In addition, multimedia technology helps improve the effect of teaching [2]. Moreover, it improves the interaction between students and teachers. Multimedia technology also creates a context for teaching languages [7]. Finally, multimedia technology provides flexibility for the course content [2].

III. METHODOLOGY

A. Design of the study

The study is classified as descriptive qualitative and quantitative, since the results will be described and analyzed statistically to get information about research questions and hypothesis. Commercially available statistical packages are used to analyze the data.

B. Participants

The participants that will be helping in collecting data for the research are English teachers and English coordinators from various schools – both public and private – and a university in Nabatieh district.

C. Instrument

In this research, the techniques or instruments to be used are a questionnaire that the English teachers will fill in and an interview that will be done with the English coordinators. The questionnaire is made up of 24 questions built using Google Forms and the interview includes 8 questions. We got the ethical approval from the University Institutional Review Board (IRB), as well as the permission from the Ministry of education to be able to apply these two instruments in the schools

IV. RESULTS AND DISCUSSION

The teachers who replied to the survey were 46; 34 teachers from Nabatieh, 2 from Bekaa, 1, Mount Lebanon, and 10 from South Lebanon. English teachers were females

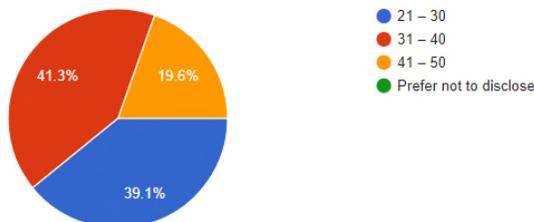


Figure 1. Age group of the responding English teachers.

more that they were males, and the age distribution is given in Fig. 1. The teachers that replied to the survey are public school teachers more than they are private teachers. Most of the English teachers have Master’s degree (60.9%), BA (34.8%) and the others are distributed to other educational levels. Their educational experience is depicted in Fig.2, and their distribution by cycle is in Fig. 3.

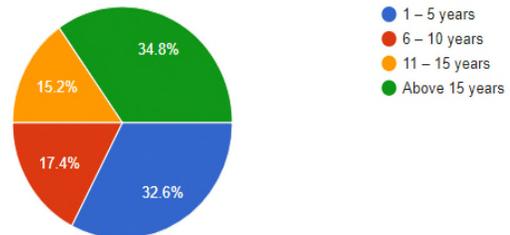


Figure 2. Teaching experience of the responding English teachers.

Most of the teachers use computer applications in their class, and most of the English teachers have received training sessions. The majority of the schools consider ICT training as not obligatory. Also, most of the schools do not have an ICT coordinator, and most the schools do not reward teachers for using ICT in class.

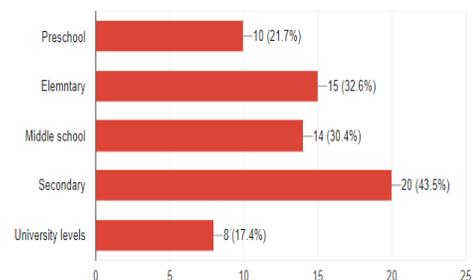


Figure 3. The distribution per cycle of the responding English teachers.

The data show that most of the school’s computers are located in the computer laboratory, while others are distributed in other places in the schools and very few schools do not have computers. Not only do most of the English teachers use ICT in their class (Fig. 4), some because they choose to do so and some because of curriculum requirements, the majority of these teachers believe that their knowledge of content, pedagogy and technology is enough to use ICT in class. Most of the teachers agree that ICT has a positive impact on the learning process, and many teachers agree that ICT allows students to be attracted more to the lesson explanation, and agree that ICT helps students in academic performance.

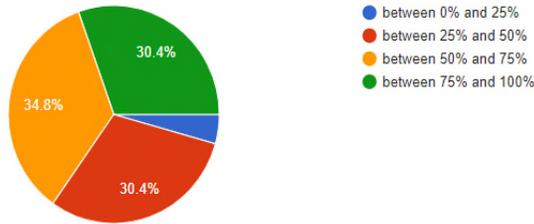


Figure 4. The frequency of using technology in the classes of the responding English teachers.

The findings showed that the more teaching experience the teachers have, the easier the use of ICT in their class. The teachers who use ICT more in class are in private schools, holding Master’s degrees, and aged between 21 and 40. Most of the teachers who believe they are very good in integrating ICT in class, have received ICT training sessions.

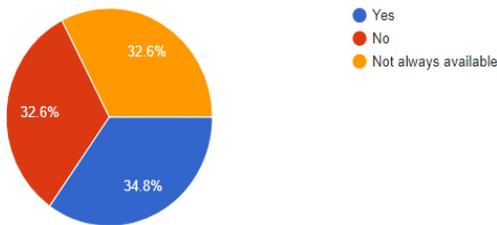


Figure 5. The presence of proper staff for ICT equipment in the classes of the responding English teachers.

The teachers that said they do not have computers in their schools are of public schools, while in private schools, the teachers have access to computers and technological help (Fig. 5). It was also shown that, in these private schools, ICT is obligatory in the curriculum. The teachers who received ICT training sessions consider they are well-knowledgeable in the subject matter, are willing to integrate ICT in class

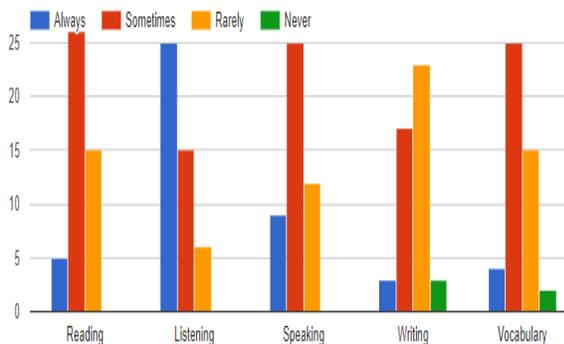


Figure 6. The use of ICT in the various English skills in the classes of the responding English teachers.

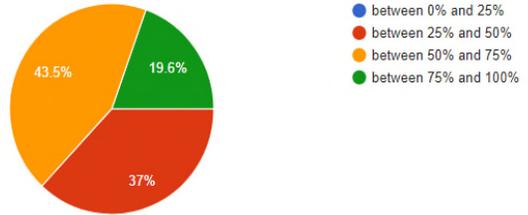


Figure 7. The willingness to use ICT in the classes of the responding English teachers.

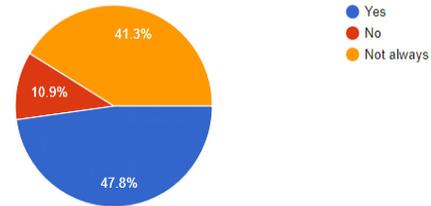


Figure 8. The ease of use of ICT in the classes of the responding English teachers.

(Fig. 6 and Fig. 7), and use ICT more frequently in teaching English (Fig. 8).

In correlation, the results revealed (data not shown) that the teachers, both holding higher degrees and of younger ages, are the ones advocating the use of ICT in the classrooms. While the years of experience did not play as important a role as did the level of training on ICT, it was evident that the resistance to change concept is a driving force in halting the introduction of ICT in some schools.

V. CONCLUSION

Using technology in classrooms is important for both teachers and students. The results have shown that technology is used in private schools more than in public schools. Also, it is shown that some schools need to be aware of the use of technology where training should be provided and technology equipment included.

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