



**Teachers' Use and Attitudes towards ICT**  
**A case of Teachers at Bejaia Department of English**  
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**ملخص :**

الغرض من هذه الدراسة هو دراسة استخدام تكنولوجيا المعلومات والاتصالات في قسم اللغة الإنجليزية في جامعة بجاية. يعتمد الباحث على طريقة البحث الوصفية. تم جمع البيانات اللازمة من خلال استبيان تم تصميمه وتوزيعه على معلمي الإدارة المذكورة أعلاه. كشفت النتائج الرئيسية للبحث عن أهمية تكنولوجيا المعلومات والاتصالات في تدريس اللغة. ومع ذلك ، تجدر الإشارة إلى أنه بالنسبة لبعض المشاركين ، لا يزال استخدام تكنولوجيا المعلومات والاتصالات في قسم اللغة الإنجليزية في مهده بسبب العقبات المختلفة التي يواجهها هؤلاء المدرسون. الكلمات الدالة: العملية التعليمية للتعليم والتعلم . تكنولوجيا المعرفة والاتصالات . تقنية المعلومات . المعلم.

**Abstract**

The purpose of this study is to investigate teachers' use and attitudes towards Information and Communication Technology that is ICT, at the department of English, Bejaia University. The researcher relied on the descriptive research method. The necessary data was collected by a questionnaire designed and distributed to the teachers of the aforementioned department. The main findings of the research revealed that a majority of the respondents acknowledged the importance of ICT in language teaching. However, it is worth mentioning that for some participants, the use of ICT at the department of English is still at its embryonic state because of different obstacles teachers face in implementing these modern tools in their classes.

**Key words:** teachers-ICT-language teaching- learning process-teachers' attitudes- ICT use

**Introduction**

The last decade witnessed a considerable development in the field of technology in general and Information and Communication Technology (ICT) in particular. According to Daniels (2002) ICTs have become within a very

short time, one of the basic building blocks of modern society. In this context, the introduction of ICTs in the field of higher education opened the door to a new area where students have an easy access to a wide variety of information on different disciplines. In other words, technology provides students with

opportunities to develop their knowledge by themselves, it thus promotes their autonomy.



### **Literature Review**

ICT (Information and Communication Technology) is an umbrella term which refers to different technological tools that can be used for communication purposes or to get information in different fields. It stands for Information and Communication Technology and defined as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information (Gunton, 1993; Victoria, 2002) According to Hannessy and al.(2005:2), the term ICT encompasses the range of hardware (desktop and portable computers, projection technology, calculators, data logging and digital recording equipment) software and applications (generic software, multimedia resources) means of telecommunication and information systems (Intranet, Internet).

In the language teaching context, ICTs represent important tools which make of teaching and learning more attractive and motivating processes. In fact, “technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvement.” (Patel, 2013, p116). Many studies have investigated the usefulness of technology in EFL/ESL classes. Earle (2001), Zhao and Frank (2003) and Mc Kenzi (2004) identified four main purposes of technology use by teachers: (1) to develop material to prepare their classroom teaching (e.g. classroom presentations); (2) doing administrative work (e.g compiling students’ data, typing assessment tasks and feedback etc.) (3) to facilitate students’ learning in a classroom; (4) teacher directed use of ICT to complete the assigned tasks.

Furthermore, the use of technology in higher education is in line with the guiding principle of the LMD system which is developing students’ autonomy through the promotion of a student-learning approach. Hsu (2011, 848) points out the importance of the use of technology for active learning. He notes that technology-rich environments promote student-centered opportunities. In the same vein, Warschauer and Meskill (2000:13) state that “appropriate use of new technologies allows for a more thorough integration of language, content and culture than ever before and provides students with unprecedented opportunities for autonomous learning” (cited in Ivy, 2010, p.210).

### **Statement of the Problem**

Existing research has proven a positive role of the teachers and the successful implementation of ICT in the classrooms (Granger et al. 2002). Yet, as a teacher at the department of English, at Bejaia University we have observed that not all teachers share the same view point concerning the use of ICT. The research at hand sheds light on teachers’ use and attitudes towards ICT.

### **Research Questions**



The study is guided by the following research questions:

- 1- What are the teachers' attitudes towards the use of ICT?
- 2- Is ICT well implemented at the department of English?
- 3- What are the obstacles (if any) that hinder teachers from using ICT?

### Research Aims and Objectives

1. To bring to teachers' awareness the importance of ICT in teaching
2. To enable teachers to profit from ICT facilities in teaching

### Research Methodology

#### Research Tools

The instrument used to collect data in this inquiry is a questionnaire designed for the population under study. The researcher emailed 81 teachers and received 29 answered questionnaires

**Description of the Questionnaire. :** The questionnaire is composed of four sections:

- Section one deals with the participants' profile.
- Section two provides us with data concerning teachers' attitudes towards ICT
- Section three is devoted to ICT implementation in the teaching process
- Section four is a free space where the respondents are invited to make comments or provide suggestions about the topic under discussion.

### Data Analysis and Interpretations

Questionnaires were returned by 29 teachers of the total of 81 questionnaires that were distributed.

#### Section I Demographic Background

##### Q1 Gender

Option	Number	Percentage
Male	08	27.58
Female	21	72.42
Total	29	100%

Table N°1 Gender

Table N°1 illustrates the gender of the participants. The total number of the respondents is 29 teachers at the department of English, 08 of them are male which represents (27.58 %) and 21 of the subjects are female teachers, they represent (72.42 %)

##### Q2 Teaching Experience



Option	Number	Percentage
Less than 1 year	04	13.74
1-5 years	05	17.25
5-10 years	09	31.04
10-15	07	27.59
15-20 years	01	03.44
More than 20	02	06.89
Total	29	100%

**Table N°2 Teaching experience**

As for the participants' teaching experience, the results indicate that a majority of the respondents 13.74% have five to ten years teaching experience, for the others their experience in the field varies from one to five years for 17.25%, ten to fifteen years for 27.59%, for those with a long experience, we have recorded one teacher with fifteen to twenty years and only one teacher with more than twenty years teaching experience. Finally, four teachers are novice in the domain since they share less than one year of experience.

## Section II Teachers and Technology

### Q3 Do you use ICTs?

Option	Number	Percentage
Yes	22	75.87
NO	07	24.13
Total	29	100%

Table N° 3 Teachers' use of technology

Table N°3 illustrates the results obtained from the respondents' answers to the third question. A majority of them confirmed their use of technology; however seven teachers representing 24.13% of the population declared that they do not make use of technology.

### Q4 If yes, for what purposes?

- For course preparation; online connection with peers and students
- For research purposes and Publication



- To get information
- To teach listening and pronunciation
- To share with my students lectures and information
- To get teaching materials ;to prepare handouts and to communicate

**Q5 Have you attended any ICT training course?**

Option	Number	Percentage
Yes	08	27.59
No	21	72.41
Total	29	100%

Table 5 Teachers' training courses

Teachers' training is one of the fundamental ingredients for a successful ICT implementation. However, the results displayed in table N°5, indicate that only eight teachers (27.59%) have already benefited from training courses in the use of ICTs whereas a majority of the respondents i.e twenty one teachers (72.41%) declared that they have never attended such courses.

**Q6 How do you evaluate your knowledge in manipulating ICT tools?**

<i>Option</i>	<i>Number</i>	<i>%</i>
Excellent	00	00
Very good	06	20.68
Good	06	20.68
Average	11	37.94
Weak	05	17.25
No opinion	01	03.45
Total	29	100%

Table N° 6 Teachers' knowledge of ICT use

Concerning teachers' knowledge of ICT use, the results reveal that a majority of the respondents 37.94% consider their level in the ICT use as average, an equal percentage of the respondents i.e 20.68% consider their level as good, for the other 20.68% their level is very good. Among the respondents, a minority 17.25% evaluate their knowledge as weak.

**Q7 Do you think that ICT can foster your professional development?**

Option	Number	Percentage
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Yes	28	96.55
No	01	03.45
Total	29	100%

Table N°7 ICT and professional development

For question N°7, the majority of the participants 96.55% confirmed the importance of ICT for their professional development and only one teacher answered “no”.

### Q8 Justification for those who answered “yes”

- It provides access to a wide range of resources
- Online training programs
- Update my knowledge
- Exchange teaching experiences with teachers all over the world.
- Communicate with colleagues through forums.

### Section III Implementing ICT in the teaching process

#### Q9 How often do you use ICT tools for teaching?

<i>Option</i>	<i>Number</i>	<i>%</i>
Very often	04	13.79
Sometimes	09	31.03
Rarely	07	24.15
Never	09	31.03
Total	29	100%

Table N°9 Frequency in the use of ICT

Concerning teachers' frequency in the use of ICT, the recorded data revealed that only four teachers (13.79%) introduce ICT in their teaching, nine teachers (31.03%) make a sporadic use of ICT since they declared that they sometimes use technology. Moreover, the same percentage of respondents (31.03%) never uses ICT and finally seven teachers (24.15%) revealed that they rarely implement ICT in their teaching.

#### Q 10 The Types of ICT used by Teachers

- Overhead projectors
- Data show
- Smart phones



- Computers
- Power point presentations
- Social media
- You tube
- Software packages

**Q11 Do you think that the use of ICT may affect the teaching/learning process?**

Option	Number	Percentage
Yes	22	75.86
No	07	24.14
Total	29	100%

Table N° 11 Influence of ICT on the teaching methodology

Table N°11 indicates that a majority of the respondents share the view that ICT influences their teaching methodology whereas seven teachers representing 24.14% do not share this view. It is worth mentioning that the respondents mentioned that this influence on teaching can either be positive or negative.

**Q 12 Justification for those who answered “yes”**

- **Positive effects**
  - Lectures become more interesting and motivating.
  - ICTs provide both students and teachers with the ability to enhance their practical knowledge through practicing the language with natives (through Skype, messenger, chat-rooms, webinars ...etc)
  - ICT helps teachers save time and efforts
- **Negative effects**
  - Students' heavy reliance on technology as the over use of Internet.
  - Plagiarism, since students can have access to readymade dissertations
  - Less and less students read books, they prefer the film version.

**Q13 Do you encounter difficulties in implementing ICT in teaching?**

Option	Number	Percentage
Yes	19	65.52
No	10	34.48
Total	29	100%

Table N°13 Teachers' difficulties in using

ICT



Regarding difficulties and barriers to ICT implementation, the findings indicate that on the one hand, 65.52% face different problems in the implementation of ICTs and on the other one 34.48% declared that they do not have difficulties.

### **Q14 Examples of these Difficulties**

The respondents cited the following problems as important barriers in using ICTs:

- Lack of technical support
- Limited competence in the use of ICTs
- Lack of training programs
- Classroom management difficulties due to the important number of students

### **Section IV Further suggestions**

For this section, the researcher has selected some suggestions made by the participants:

- We need to update our knowledge concerning ICT materials and innovations and try to adopt our teaching to international standards. Training is necessary to successfully implement ICT in teaching languages.
- Personally, I think that in order to ensure the benefits of ICT, some conditions must be met, including stable and affordable internet connectivity and, of course, security measures.
- ICTs are very helpful if the teachers master them. They have a positive effect if well implemented .... Internet especially can create collaborative and interactive environment to the teachers to share together, to learn from each others' experiences, share solution to challenges.
- Teachers need training before applying any technology in teaching. They should master it so to guide their students in an adequate way. It should not replace the teacher but instead help him /her in teaching.

### **Discussion and Analysis of the results**

The findings of the present study have revealed that teachers at the department of English, Bejaia University, are aware about the importance of ICTs in the teaching/learning process. Indeed, a majority of them acknowledged the benefits attributed to these modern tools. The purposes for which they use ICTs differ from one teacher to another, they are generally used to communicate with peers, share courses with students, get teaching materials, prepare their courses and conduct researches. Concerning teachers' training, the researcher observed that only 08 teachers (27.59%) have already attended a training course dedicated to the use of technology in teaching. Moreover, a majority of the participants point out the necessity to be provided with ICT training so as to equip them with knowledge and thus become competent technology users. This



view is shared by many researchers who consider that “training in technology is a critical ingredient in effective use of technology in the classrooms.”(Mouza 2003, p274).

This lack of training is reflected in teachers' evaluation of their ability to use ICTs since a majority of them consider their level as average. Another aspect raised by the researcher concerns ICT and teachers' professional development. For this question, almost all the respondents 96.55%, agreed on the fact that these tools provide access to a wide range of resources which allow them to update their knowledge. As far as the frequency in introducing technology to their teaching, the participants confirmed that they sometimes do (31.03%), however the same percentage i.e 31.03%, confessed that they never use ICTs. For the technology users, they generally opt for power point presentations, data show, smart phones, overhead projectors, lap top, you tube and social media. Asked about the impact of technology use on their teaching methodology, only 07 teachers (24.14%) refuted the influence of ICT on their teaching.

However, for 22 teachers (75.86%) technology has a great influence on the teaching process. Nevertheless, it is worth mentioning that this influence is of two folds: On the one hand it makes the teaching process more effective, it motivates students, provides both teachers and students with good learning opportunities through having access to different sites and online libraries. On the other hand, the respondents highlighted the possible negative effects of technology on their students. They argued that they observed that nowadays, their students are more and more reluctant to reading for example, besides they heavily rely on technology mainly Internet since through a simple “click” they have access to readymade dissertations and this consequently opens doors to plagiarism. Regarding the barriers to ICT implementation, the findings revealed that a majority of the respondents face difficulties that hamper them from using technology in their classrooms.

They cited some examples as: Lack of technical support, limited competence in the use of ICTs, lack of training programs, classroom management difficulties due to the important number of students and lack of self confidence in using technology. In the last section of the questionnaire, the researcher invited the respondents to give their view point concerning the topic under discussion. The results indicate that most of them recognize the importance of ICTs in teaching. Besides, they insist on the fact that training should be provided to all teachers so as to cope with modernity through an effective use of technology.

## Conclusion and Recommendations

All in all, the findings obtained from the questionnaire provide us with the following answers to the research questions which guided the present study:

- Research Question 1: What are the teachers' attitudes towards the use of ICT?



The results indicate that teacher at the department of English have very positive attitudes towards the use of ICT. These results are consistent with previous studies about the importance of ICT in the teaching-learning process (Solanki & Phil , 2012, Hiltz, 1994; Turrof et al., 1995)

- Research Question 2: Is ICT well implemented at the department of English?

With regard to this question, the results show that the teachers use ICTs in a sporadic way. As a matter of fact, the implementation of ICT is far from being satisfactory and efforts should be done so as to develop the use of these modern tools.

- Research Question 3: What are the obstacles (if any) that hinder teachers from using ICT?

Concerning the last research question, regarding barriers to ICT integration, the findings reveal that different obstacles hamper teachers from an effective use of technology. They mentioned some examples as lack of training that resulted in teachers' limited confidence in using ICTs. Furthermore, they also pointed out the lack of technical support and classroom management difficulties.

In the light of the results obtained from this present research, the following pedagogical recommendations are made:

- Because a successful implementation of ICT is bound to teacher's competence in the field, a solid and ongoing training should be provided to all teachers at the department.
- Encourage both teachers and students to use blogs, wiki and discussion board to exchange ideas.
- Facilitate teachers' and students' access to digital libraries and online databases.
- Introduce the module of ICT in all curricula.
- Acquisition of more access equipment to meet the needs of both teachers and learners.
- Promote online supervision.

In conclusion, no one can deny the fact that nowadays, ICT became a cornerstone in higher education in general and in EFL teaching in particular. Therefore, providing opportunities for teachers' use and implementation of information technology should be one of the decision makers' priorities.

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