English Teacher's Attitudes and Practices of ICT Adoption in English Language Classrooms

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Abstract

This study aims to investigate English teachers' attitudes and practices of ICT adoption in English language classroom. The participants of this study were 20 teachers of English in the senior secondary school level of Makassar. Drawing on semi-structured interview data, I found that the teachers' attitudes of ICT adoption in English language classroom were positive. The attitudes are proven on the teachers' results interview which says there is some easiness in integrating ICT in classroom. This study also showed that the English teachers' practices in ICT-based learning were not yet optimally implemented. There was a gap between their attitudes and practices in ICT adoption in English Language Classroom. To make them equal, the teachers need more training to improve their skills in using ICT tools for English teaching purpose as well as the sufficient of ICT tools which provided by school. The result of the practices of ICT adoption in English language classroom by English teachers was in applying stage if consulted with the continuum of ICT development.

Keywords: Teachers' perspective, teachers' practices, ICT in ELT

INTRODUCTION

Reading is the essential skill of learning English. The researcher defines reading as the process of constructing the idea of the text. The rapid growth of information and communication technology (ICT) has brought changes in language classrooms. It is claimed that ICT has brought new paradigms which shift teaching to be more interesting and student-centered. The use of ICT has important contributions in everyday classroom teaching and learning of English. It increases the scope of teaching and gives quality learning materials, creates autonomy of learning (Cárdenas-Claros and Oyanedel, 2016), and increases the learning opportunities (Almekhlafi and Abulibdeh, 2018). Therefore, using ICT in learning and teaching English is important as a support in English language classrooms. The teachers can create new pedagogical skills by integrating the four language skills, namely speaking, listening, reading and writing by using online or ICT-based materials. On the other hand, the students feel a varied learning atmosphere

and a sense of freedom to work on the areas of their learning as stated by Cárdenas-Claros and Oyanedel (2016) that some students need extrinsic tools to increase their motivation and improve their independent learning. Another important merit is that ICT made interactive and collaborative teaching-learning in spite of the traditional teacher-talking approach because ICT provides visualization and concretion teaching like the use of learning management system (Lindberg, Olofsson and Fransson, 2017).

The practices by adopting ICT in English language classroom have been widely implemented in various modes of delivery and application. Many of the adoptions are in the forms of blended learning models, such as face-to-face driver, online driver, flex model, flipped classroom, and lab rotation. In the beginning stage, the teachers usually start with the simple and very common one that is the use of presentation slides, which is usually projected on the wider screen. Besides, many teachers of English have practiced using offline applications and ready use materials downloaded from the internet. Online applications like quizzes and plickers also appear to potentially facilitate teachers in providing the students with exercises and assignments since they can give instant feedback to students. Another application is Sparkol Video Scribe. It is software for creating whiteboard animation automatically. Maulina, Hikmah and Pahamzah (2019) conducted research by using Sparkol in teaching English especially speaking and writing which is showed positive results such as the students became excited and motivated with the lesson. Of course, there are so many ICT-based applications and online materials which are perspective for teachers to adopt and/or adapt in their teaching assignments. The important issue is the teachers' capacity on how to integrate the ICT use into their teaching and create interactive and fun learning activities.

Many researchers have proved the positive effect of ICT integration in English language learning (Sharma, 2015; and Lin and Lee, 2015). Lin and Lee (2015) investigated the reasons and factors behind the language teachers' use of ICT in English classroom. The results showed that all teachers held positive attitudes towards the use of ICT in the class. Sharma (2015) in his research adopted modern technology in English language classroom like interactive whiteboard. The result showed students got benefit from the use of interactive whiteboard to facilitate their learning process. Their learning improved by the assistance of interactive whiteboard as well the teachers showed the highest self-efficacy beliefs. A research study emphasized the teachers' attitude and practices toward ICT use in English language teaching (ELT). Baz, Balçıkanlı and Cephe (2018) found that SAMR (substitution, augmentation, modification and redefinition) held benefit and positive attitudes towards pre-service teachers' future classes. SAMR had benefits in language learning, active learning, authenticity, autonomy, curiosity of the learners, creativity, critical thinking skills, getting attention of learners, motivation, increased pre-service teachers' awareness in terms of creating a concrete path for technology integration, and teachers' self-improvement.

It is in line with the study of Liu, Lin and Zhang (2017) which pointed out those English teachers had positive attitudes toward ICT adoption in ELT. They admitted that ICT was easy to use and useful in teaching and learning English. They expressed a strong intention to use ICT. ICT as an instrument that motivates students to learn English mainly because it offers a wide variety of resources; exposes a more authentic use of the target language, and demonstrates the culture and realities of English speaking countries. That is why teachers are very positive about the potential of ICT in the English classroom. Besides, using ICT eased the teachers in

administrative purposes such as communicating with other teachers, students and parents and recording attendance. Some of the teachers also used social media for their professional development and to search relevant materials to prepare their class (Lindberg, Olofsson and Fransson, 2017).

Apart from having positive attitudes, of course there are some barriers that need attention to anticipate. Some studies proved that teachers' use of ICT in their teaching seemed to be at the basic level because of poor competence in computer operational skills (Lindberg, Olofsson and Fransson, 2017). It is in line with the study of (Champa, Rochsantiningsih and Kristiana, 2019) where teachers find challenges in integrating ICT because of lack of training, lack of appropriate software, lack of competence and lack of appropriate material. The teachers feel clueless on how to integrate ICT in proper way. The government does not provide them to join training or workshop to gain their ability in using ICT. They are able to operate basic software but they are lack of competence if it comes into a complex use of technology. Cárdenas-Claros and Oyanedel (2015) found that access to equipment and tools is insufficient for the success of ICT implementation and lack of ICT skill and efficacy in the use of ICT. Other challenges faced by teachers in implementing ICT in English language classroom were technical problems, such as low internet connection at school; lack of equipment for the development of communicative aspects, such as microphones, earphones, and speakers; lack of time to allow for the loss of time switching on all the computers in the class, where the number of students were not possible with which a teacher with few computer skills has to cope. Of course, this may prevent them from making the best use of ICT for pedagogical purposes.

On the other hand, some researchers found out that the teachers' positive attitudes were in line with the practices of ICT adoption in English language classroom. Pre-service teachers integrating technology into their English language classroom claimed that SAMR model as an innovative technology integration model (Baz, Balçıkanlı and Cephe, 2018). In addition, Lin and Lee (2015) explained that adopting Data-Driven Learning (DDL) in English classroom turned a teacher-centered learning context into a student-centered classroom where interaction between teacher and students increased. The students were motivated to think actively about the grammar that they learned. Besides, it improved the interaction between teacher and students. Telegram is one of the promising and effective social media that can be used to increase English pronunciation of the students. It provided broadcasted video in small size like 2 MB if the video is short. It is easy to download it. On the other hand, telegram provided students with opportunities to practice and increase their pronunciation in a private space and without presence of their classmates (Xodabande, 2017).

METHOD

This study used qualitative method by employing interview. This research method is intended to get information about teachers' attitude and practices of ICT adoption in English language classroom. This is commonly used to describe an experience that happens in reality as completely as possible.

1. Participants

This study involved 20 teachers of English in the senior secondary school level of Makassar. They were those teaching in government schools and their status was civil servant. The samples

were taken according to school location, namely suburban schools and city centre schools. After being informed of the research and what they were expected to do, the teachers agreed to participate in the research and consented to be interviewed. In terms of age, they were in the range of 35 to 56 years old. Most of them have already attended ICT related activities either in the forms of workshop, seminar, or training. This implies that the respondents were already familiar with ICT tools. The demographic information of the participants is summarized in Table 1.

Table 1. Demographic information of participants

		Frequency
Gender	M	14
	F	6
Age	35-44	8
	45-55	8
	≥ 56	4
Teaching Experience	6-10 years	1
	11-20 years	10
	≥21	9
ICT Related Activities	Workshop	18
	Seminar	6
	Training	13

2. Data Collection

The data collection technique employed in this study was semi-structured interview since it was guided by a list of questions (Merriam, 1988). Before interviewing the teachers, firstly I came to the schools to ask permission by entering letters in that schools. After that, I met the headmaster to talk about the purpose of my visit and what I need. Then the headmaster gave me two names of English teachers that I had to meet. When I met with the English teachers, I conveyed the purpose of my visit, explain about my research, and asked for their willingness to participate in this study. After they agreed, then I negotiated and discussed the appropriate interview time with the teachers' free time. Before the interviews were conducted, I explained about ICT, kinds of ICT and how people integrate ICT in ELT. During the interview, the teachers were allowed to ask for clarification when they found any questions that confused them. Interview activities carried out at school and were recorded by using android. I used Indonesian language during the interview to make the teachers easier to answer the questions and to avoid misunderstanding. It took 15 – 25 minutes for every teacher. The interview was aimed to obtain more personal experiences from the teachers.

3. Data Analysis

Before recording the interview, I asked permission to record our conversation by using recorder in android. After all data were obtained, they were analyzed by descriptive qualitative analysis. The data were analyzed and interpreted based on the information from the interview. As stated by Miles and Huberman (1994) that "there are several steps in analyzing data of qualitative research, i.e.: transcribing the data, reading through all the data, organizing categorization, and analyzing and interpreting the data based on certain criteria.

The analyzing began with transcribing the recording involves close observation of data which means the recorded data were carefully replayed and attentive listening (Widodo, 2014) to make sure the transcription was exactly the same as the original interview results. In analyzing the data, I read the overall transcribed data then classified it based on the research objectives. This required interpretation of transcripts in order to generate categories.

FINDINGS
1. English Teacher's Attitudes toward ICT Adoption in English Language Classrooms

This section provides the findings and discussion of the data on teacher's attitude. The data obtained from the interview are presented according to the attitude categories, namely (i) the attitude toward the ICT adoption in English language classroom in general, (ii) the attitude toward the impact of ICT, and (iii) the attitude toward the teaching process. In relation to the first category, the interview results revealed that the teachers were positive toward the use of ICT tools in English language teaching and learning process. All teachers stated *"I am very positive about the use of ICT in learning English."* Most teachers even said *"ICT should be an integral part of teaching, not just a teaching tool."* Some teachers (T6, T12, and T13) articulated, *"I think ICT is important because it not only makes the classroom more attractive to students, but also makes it easier to process grades, especially in our school"*. The others (T1, T4, T5, and T8) said, *"ICT is very useful for students because they can easily receive lessons. We teachers also find it very helpful because with the help of ICT, we can explain the lesson efficiently and easier to carry out our teaching"*. Based on the data, the teachers claimed that ICT was very important, useful, and helpful to stimulate English language learning, especially for teachers to deliver their teaching and for students to more easily understand the lesson.

The result above is in line with many studies that have proven that ICT facilities contribute positively to some aspects of English learning (Baz, Balçıkanlı and Cephe, 2018 and Lindberg, Olofsson and Fransson, 2017). It can also be further elaborated that the teachers were positive toward the ICT adoption in English language classrooms. This indicated that the teachers showed high awareness and understanding on how important ICT was in supporting teaching activities. They also took the position that ICT must be integrated into learning activities.

The result of analysis also showed that the teachers' attitude toward the impact of ICT adoption on students' English learning was favorable. To clarify this, most teachers said "*Some of the positive impacts of ICT adoption were that the students had high motivation and interest in learning English, such as reading, conversation, writing, and pronunciation; besides ICT use could increase students' attainment in English lesson. "*Two teachers said "*ICT could help students recall the lessons that have been given and enhance their peer collaboration (T7, T8 and T10). Above all, "learning became more realistic (T14)*." Based on this result, it can be explained that the teachers viewed the ICT use as a promising device to improve students' achievement, boost up students' interest and motivation in learning and practice the language they were learning, and increase the quality of English learning environment. (Lindberg, Olofsson and Fransson, 2017 and Liu, Lin and Zhang, 2017). Therefore, ICT tools should be taken for granted by the teachers for effective and efficient English learning. However, the ICT tools should be used properly. The teachers also asserted that ICT facilities were important to be applied in English learning process.

For the teachers' attitudes on the teaching and learning process with ICT use, the analysis showed that the teachers were positive toward the use of ICT in supporting the teaching and learning process. Most teachers perceived that: (i) the use of technology in ELT was beneficial to reform teaching techniques at schools. The teachers claimed that ICT could facilitate and ease the learning activities; (ii) English teachers had to be computer literate to support their teaching deliveries and administration; (iii) ICT use helped teachers' professional tasks in class; (iv) ICT use should be incorporated with English teaching; (v) teachers should be appropriately knowledgeable and skillful in ICT utilization; (vi) teachers should adapt their roles in learning interaction for the sake of ICT development; (vii) ICT facilities were applicable with student-centered learning approach; and (vii) the ICT tools were not yet sufficient to accommodate English teaching with ICT application. Most teachers said that their school did not have adequate language laboratory and computer laboratory to support the learning process.

2. English Teacher's Practices of ICT Adoption in English Language Classrooms

This section deals with the practices of ICT adoption in English language classrooms by the English teachers of senior secondary school. It discusses four issues, namely ICT hardware, ICT software, teaching materials, and learning process. The analysis result showed that the teachers' practices in ICT-based learning were not yet optimally implemented.

The analysis of each category in this issue showed that the teachers' practices in using hardware of ICT could not be said satisfactory. There should be an effort to upgrade the teachers' skills and commitment to want to use ICT in their English teaching. Based on the interview analysis, it can be further elaborated that the schools lacked ICT hardware facilities. Although the school provided internet connection for educational purposes, but sometimes the connection was unstable and it forced the teachers to use their own modem or hotspot (Rodliyah, 2018) and also insufficient units of computer and projectors (Dianti and Atmanegara, 2018). Schools did not provide eligible laboratory for teachers and students to support teaching and learning processes. They said the actual conditions were that some schools had language laboratory but some of the facilities were broken, in renovation, or not used anymore; some other schools had no laboratory. They, for example said, *"We do not get grant, so we do not have laboratory," "we have laboratory, but already broken and not repaired."* However, it was still promising because most teachers claimed if they had their own laptop for classroom use to support their teaching. Unfortunately, there was no information if they were equipped with LCD projectors for their teaching presentations and practices.

For the use of software for the purpose of English learning, they mostly used Microsoft Office applications, such as Ms. Word and Ms. PowerPoint, which are generic computer applications. In other words, they were not developed for language learning purposes. They even answered that they were not familiar with the e-learning application. Some said that they had ever used CD-ROM of English language programs before, but there were no supply of such programs anymore. All but three respondents interviewed answered that they did not use specific software for their English teaching and learning process. As quoted in the previous subsection, they said, *"I do not use any specific software for my teaching."* The three other mentioned above answered that they used Quipper School. Quipper School is a free online platform for students and teachers. It consisted of two parts, link for teachers and learns for students. Quipper School Link enables teachers to manage their online class and see their students' development.

Quipper School Learn is a place where students learn. This platform is equipped with features which enable learning to be effective, efficient, secure and enjoyable. By this link, teachers can monitor students' activities (assignment/homework); see graphic of students' development; see whether students have mastered the topics or not; send messages or respond students' questions, publish announcement for students; and print out students' score (Quipper School). With these merits, this platform can be taken for granted by teachers to support their English teaching. Furthermore, one of the three teachers above responded that he used blog to enrich their teaching. A blog is a website in which items are posted on a regular basis and displayed in reverse chronological order. The term blog is a shortened form of weblog or web log (Problogger).

This indicated that the teachers did not yet include ICT as an integral part of their teaching programs, even though they were already aware about the importance of ICT in English language learning as mentioned in the subsection of attitudes above. The other things to note that half of them used e-mail for their interaction with students. Unsurprisingly, almost all had social media, such as Facebook, Twitter, and Line. However, not many used them for teaching purposes. This can be concluded that the portion of e-learning application use was still low. If consulted with the continuum of ICT development, their use of software was still in the lower level of applying stage.

In terms of teaching materials, most teachers showed good practices because internet provides rich resources in many kinds of formats, such as e-books, articles, ready use materials, lesson plan, authentic materials, and online learning programs. Many of them are free download. The results showed that most of the teachers make or search teaching materials using ICT facilities. It was even found that most of them could create various kinds of English teaching materials with ICT facilities. Furthermore, they also provided teaching materials that could be accessed any time. They said "*we can also be creative in making learning materials; besides that I also easily get learning resources; we can download it on the internet or share with friends so make it easier to carry out our teaching*." It can be concluded that the teachers could benefit from the ICT facilities to enrich their teaching materials to cater students' needs as long as they can filter materials that suits with their needs (Champa, Rochsantiningsih and Kristiana, 2019). The last category of this subsection was the practices in using ICT in teaching and learning process. In terms of their computer skills, they were not yet in the proficient level. As in the previous result, their computer skills were limited to generic applications, mostly Ms. Word and Ms. PowerPoint. In other words, they can operate the basic software to support the leaning process. The competence and knowledge of teacher in integrating ICT is limited thus when they integrate technology in their teaching, it will consume long time (Champa, Rochsantiningsih and Kristiana, 2019). Their teaching practices did not yet become an integral part with ICT.

CONCLUSIONS

The teachers' attitudes toward ICT adoption in English language classroom were positive. They perceived that ICT was important, useful, and helpful to stimulate students to want to learn. The result showed that they had high awareness and attitude on how important ICT was in increasing learning activities. They also asserted that the use of ICT in ELT could enhance students' interest and motivation in learning and improve their English achievement. In terms of the practice of ICT use by the English teachers of senior secondary schools, the teachers fairly

implemented ICT facilities in their teaching deliveries. This indicated that there was a gap between their attitudes and practices in ICT adoption in English Language Classroom. To make them equal, the teachers need more training to improve their skills in using ICT tools for English teaching purposes. The main barriers for ICT integration at schools were the inadequate teacher computer skills, the insufficient ICT facilities provided by schools for subject matter teaching, insufficient support from school management, unavailability of ELT based e-learning programs, low maintenance of ICT tools, no ICT technician, insufficient internet connection, and instable power of electricity.

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