



## Cultivating Digital Classrooms: Exploring Pakistani ESL Teachers' ICT Knowledge and Attitudes towards ICT at the Graduate Level

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### ABSTRACT

This empirical study aimed to investigate Pakistani ESL teachers' knowledge and their attitudes towards information and communication technology (ICT) integration in language classes. This study was descriptive and exploratory in nature. Mixed method of research was used to guarantee triangulation, including questionnaire and a semi-structured, face-to-face interview. Cronbach's alpha ( $\alpha$ ) was implemented to check the reliability of the questionnaire, and a pilot study was conducted to evaluate the validity of the research questions. The teachers who have been teaching Graduate-level courses were included as the population of research. Data analyzed through SPSS indicated that 78.3% teachers were more comfortable with ICT as compared to traditional teaching methods. According to 71.7% of them, ICT works like a catalyst and speeds up the teaching learning process (TLP) and enhance learners' level of interest. Their knowledge of technology, however, directly correlates with their positive attitudes towards ICT integration as 56.7% of the participants know internet browsing. Moreover, study suggests that knowledge is a crucial factor effecting ESL teachers' attitude towards ICT use. Subsequently, they should be given training to promote learning through digital system (LDS).

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## 1. Introduction

The advantages of digital technologies for language acquisition have been supported by numerous studies (Baydas & Goktas, 2016; Hockly & Dudeney, 2018; Kessler, 2018). ICT, or "information and communication technology," describes "new multimedia technologies, such as programs for computers, CD-ROM, the internet, and film, along with web-based assignments, e-mail, chat, blogs, wikis, and podcasts." ICT is an acronym for "information and communication technology" (Zhou, Wu, & Sun, 2018). Globalization and rapid technological change has influenced the notion of a borderless world and the liberalization of global learning. The fusion of information and communication technology in ESL settings is the fundamental element to enhance and to generate support for instructors' professional development as well as students' learning development while English has emerged as the key to development. The quality of education and language learning skills will improve with continued ICT integration. However, teachers must have the necessary abilities and dedications to incorporate ICT into language learning and teaching. Additionally, one of the crucial qualifications is ICT proficiency in the 21<sup>st</sup> century. The examination of teachers' attitudes towards the usage of new technology in the classroom has received a lot of attention in research studies. The findings indicate very positive opinions and widespread agreements that teachers will soon use technology to their fullest extent.

The new developments in the learning processes have increased the need of teachers' training to make them more concerned and able toward technology integration in classrooms. Such ways to train teachers will not only increase acquisition possibilities but will also enhance

teaching abilities, experience, and style with knowledge (Hammond et al., 2009). Friedman (2006) declared an essential, role-playing and extremely relevant function of Information and Communication Technologies (ICT), hereafter, counting mobile technology, communication systems, recording, and computer applications in teaching.

However, effective ICT use in class is a complex process that demands time (Baron & Harrari, 2005) and institutional support (Condie, Simpson, Payne, & Gray, 2002). Cuban (2001) put forward his point of view, adding that students will learn to use modern technologies since their school time. Furthermore, an updated systematic review like this is required for scholars, practitioners, and policymakers to stay on top of developing Information and Communications Technology (ICT) trends putting forward the dynamic nature of technology-enhanced language teaching and learning.

### **1.1. The Statement of Problem**

The problem addressed in this study is the need to access the knowledge and attitude of teachers towards information and communicative technology in teaching English, with a focus on understanding the readiness and participation of teachers in cultivation of digital classrooms in Pakistan.

### **1.2. Significance of Study**

This study will be significant to comprehend the levels of ICT knowledge and attitudes among Pakistani ESL (English as a Second Language) teachers at the graduate level, illuminating potential areas for development and improvement in integrating technology into ESL education, which is crucial in the contemporary globalized world.

### **1.3. Organization of Study**

My widow opens towards the competence and attitudes of teachers to wards ICT, aiming to unite these two elements in the cultivation of digital classrooms. My data is based on the reviews of teachers collected through a Questionnaire and semi Structured survey. The research questions guiding this review are:

- How much knowledge do the ESL teachers have about ICT?
- What is the perception of ESL teachers towards ICT in ESL classes?
- How often do instructors' use ICT in their language teaching?
- What is level of satisfaction towards use of technology?

These four questions are reflected in the structure of this study. Organization of study is as; first comes the introduction of study, its importance and Objectives, which is discussed in section 1. The second step involves the review of recent studies related to the topic, which is covered in section 2. After theory, I combine the methodology and analysis of data in section 3. After analysis, I move on to the discussion in section 4, which discusses these results in the light of previous research and draws conclusions I then present the results of my analysis in section 5.

## **2. Review of Literature**

There are many benefits of using technology as an educational tool. Utilization of technology is increasing day by day. Use of technology as, Electronic Equipment, Presentation Slides, Digital Projector, Audio Recording, Overhead Transparencies and Handouts, Digital Microphones, Sound Recording and Videos, Multimedia, Tablets and Mobile devices, Smart phones has played a vital role in studies. According to Chigbu et al. (2023), students encounter a range of challenges when writing an expository essay. Students' views toward writing an expository essay, however, improved after being introduced to digital graphic organizers (DGOs).

Academic contributions and achievements are correlated with integration of technology (Mercier & Higgins, 2013). One most influential impact of technology is its highly positive contribution towards enhancement of learner's confidence while integrated in classrooms (Torff & Tirota, 2010). Li (2007) defended the importance of Technology and how useful it is to make ease to find a relevant piece of information helping students to visualize abstract ideas.

## **2.1. Integration of Modern Technology in Second Language Learning**

Second language learning can be significantly improved by the modern information and communication technology equipment; especially computers hold a significant role in advancement of implementation of new technologies in second language learning process. Teachers make different types of slides enhance the value of their lecture and to create students interest in learning. These slides contain multi types of graphics, pictures, videos, graphs and charts which elaborate topics clearly. Different types of programs are used for making slides such as Apple keynote, Adobe publisher, Microsoft power point and Google publisher.

Digital projectors are more valuable for large classroom settings because it present images larger enough to view. Digital projectors use 3-D images to exhibit material and decorative components of project. It is beneficial for both student and teachers to directly interact text along with its pictorial description.

Multimedia is used to conduct communicative audio visual event. It works as a key tool to teach language successfully. It is directly linked with cognition and comprehension power of students. It is helpful for all kind of learners for example audio and visual learners.

Smart phones are being used in language teaching and learning classes by both learners and instructors. Mobile companies have designed number of tablets, iPods, and mobiles which are supportive in academic career. These devices along with EVO are suitable sources of internet and information.

However, there are hardly few teachers who really use these facilities due to some reasons, i.e. skills, knowledge, motivation, attitude and practice. Persistence of this situation will not only prolong the obstacles in the aim of Ministry of Education but will also affect learning of students. Bhatti (2013) concluded his study with the opinion that students when taught and skilled by ICT showed more efficient performance. Use of ICT was found 35% more effective than other old teaching methods. Study suggested that if teachers use ICT effectively in their lectures, learning outcomes will be more favorable.

## **2.2. Digital Readiness of Teachers**

Nguyen and Habók (2023) opined that ICT can be seen as a tool for higher performance, the development of digital literacy is thought to be one of the best solutions to the problems with integrating ICT in learning.

Umar and Hassan (2015) pointed Malaysian ministry's objectives to make ICT integration possible to improve quality of education. Various advantages of ICT were observed in the classes and curriculum. Moreover, it was found that teachers do not use ICT frequently, integration level is low. However, its application has positive impact on teaching. Time is the main reason for less interaction of ICT. Findings show that teachers should be given training.

Mollaei and Riasati (2013) conducted a research in English language institutes in Shiraz, Iran aimed at investigating teachers' point of view regarding use of modern ways of technology in teaching styles. Increased awareness on the practices of technology in classrooms has made teachers more conscious in their methodologies. Research work concluded that teachers showed positive attitude towards use of technology and they accept the value of modern techniques in learning outcomes. It was publicized that effecting technology tools engage all students in classroom and make participation of each student possible during learning process.

Capan (2012) tend to find out perception of EFL teachers concerning ICT use because due to increasing trend of ICT in Turkey traditional classroom settings and ways of teachings are being changed. He opined about the attitude of teachers towards implementation of ICT in foreign language classes, it was found that use of computer is very beneficial despite of difficulties faced while applying them in classrooms.

Erdogan et al. (2010), in a study, related to Turkish teachers' level of utilization of technology, marked low competence level of teachers and unveiled the poor knowledge of ICT. He further added to his study a comparison of trained and untrained teachers. Revealing the

importance of training he declared that trained teachers are highly efficient than those who have not been trained.

Pramela (2006) opined that meaningful learning cannot be experienced without proper knowledge and computer skills. Particularly English language instructors should be more vigilant to polish their computer and technology skills and should acquire such knowledge which captures language learners. Adoptive ability to process information has made students to construct their learning and enhance their knowledge. Adopting this way of imparting knowledge will promote student-centered learning (SCL) and will also multiply individual performance.

Nevertheless, past studies show different factors affecting attitude of teachers towards computer. Studies made by Egbert, Paulus, and Nakamichi (2002) and Yildirim (2000) depicts that a strong correlation has been found between the extent of ability to transfer knowledge and participation of teachers in training programs with their likelihood of adopting technology. Teachers having positive attitude, participate more than those who have negative attitude towards adoption of technology.

### **2.3. Collaborative Learning through Technology (CLT)**

Writing abilities of students can be improved and made faster with the application of technology. Some internet based programs like "Calibrated peer review" (CPR) and Pro Boards (PB) through technology help students to develop writing skills by providing them different significant topics. The findings of the research were that a learner feels more comfortable with "Pro boards" because it provides more opportunity for creative writing. While in Case of "Calibrated peer review" it was found that although it offered better feedback but it provides less chances of creativity.

Stockwell (2014) aimed to provoke thought that how CALL is influenced by the arrangement of three basic elements regarding theory, research and practice. Overall, at the expense of the research it was opined that those who are implementing Computer Assisted Language Learning are encouraged to aim firmly on the developments in SLA. The research was concluded with the final statement that ever-changing relationship between humans and the technologies have become almost global in our daily lives.

A number of Web technologies along with open sources, at this time are available. Collaborative activities can be easily created on the web by teachers at any level for activating learners' performance (Holcomb & Beal, 2010). For instance, blogs for peer feedback are used to advance skills, specifically writing skill of students (Chen, Liu, Shih, Wu, & Yuan, 2011) and a course management system also facilitates cooperative learning in secondary classrooms (Soh, 2011).

Brown and Warschauer (2006) reports that second language learning has changed, taking participants towards the use of an "electric enlightened approach" (EEP) but still classroom contact cannot be ignored. High-quality content and interactive multimedia technology are combined for better communicative method for learning language.

### **2.4. Teachers' Attitudes towards ICT Integration**

Mostly the technology skills are improved for the purpose to seek an attractive job offer. Similar is the case with teachers who tend to implement advanced skills like email, internet, word processing, presentation and graphic software as an essential part of job requirements. However, some studies such as technical education as a separate subject itself acquire technology skills. The studies also empowered the concept that a strong connection is there between the utilization of ICT in education and their acquaintance about ICT. The study too confirmed there is a significant correlation between the levels of knowledge about ICT and the use of ICT in education. It will be not wrong to perceive that higher the level of knowledge, higher will be implementation of technology by teachers.

Kandasamy and Shah (2013) revealed in his research that majority of teachers is fully aware of MS office and have knowledge about excel and power point. A few of them still do not know much about internet and browsing. Majority of teachers show positive attitude towards ICT and agree that teaching through technology effects students' learning positively.

Gilakjani and Leong (2012) reported if achievement has to be made due to use of computers in classroom then it's necessary to remove negative attitude of teachers towards ICT and lead them to positive attitude. Positive attitudes of teachers lead to excessive use of computers in classroom. Above mentioned studies reveal that attitudes of teachers towards information and communication technology can be described in two senses

- Positive attitude of teachers
- Negative attitude of teachers

There lies a direct relationship between teacher's attitude towards ICT and utilization of computers in class room (Kim, 2002; Teo, 2008). Positive or negative attitudes of teachers influence practice of computer. Perception of teachers towards integration of technology is affected by ICT environment.

## **2.5. Positive Attitude of Teachers**

Teachers' positive attitude towards ICT is a must and also an added advantage to the implementation of ICT related programs. The positive attitudes of teachers too will help themselves to receive the input and enable them to impart the knowledge to the students. Positive attitude will be a catalyst to make changes more inviting.

Attitudes of teachers decide successful integration of computers in education. At most of places, despite the availability of computers, teachers rarely use computers in their instructional time. As in US every classroom has a computer at a time. Although 93% of these computers have internet access but only 40% teachers use ICT during their classes (Gray, Thomas, & Lewis, 2010).

Razak and Eswaran (2010) argue that there are many cases in which low level of integration of computer in teachers can be observed with considerably positive attitude of teachers. Same type of study by Al-Zaidiyeen, Mei, and Fook (2010) points out that minimal use of computer is made by their participants despite showing highly positive attitude.

Voogt (2010) found that teachers who has shifted their teaching methods according to technology, has high level confidence in technical skills and are moved more towards a learner-centered approach. They have highly professional and competitive development as compared to those who bears negative attitude towards use of technology in education. It is totally in hand of teacher that new ways and means of technology will be applied in classroom or not.

Karakaya (2010) conducted his research in all public schools of Turkey, depicted that majority of teachers were in favor of using ICT in language learning and teaching process however they face hurdles in incorporation of technology in their lectures. It was also revealed that use of technology and teachers' positive attitudes are not co-related.

Papanastasiou and Angeli (2008) argues that teachers' readiness and willingness to use ICT are the main factors which make implementation of technology possible and effective and teachers who are aware of its worth in academic environment are able to make better usage of ICT. Moreover, teachers who find application of technology useful in learning process are more exposed to easily integrate ICT in classrooms.

The world of computer and internet has led towards globalization and borderless world and integration of technology has ensured success and achievement in the field of education. It not only enhances quality of education but also gives more educational resources. ICT has become basic need of 21<sup>st</sup> century. Similarly, Kim (2008) states that use of computer and technology is deeply affected by teachers' own attitudes.

It's a complicated process to use internet and other computer appliances (Chen, 2010; Van Braak, Tondeur, & Vakle, 2004). However, the current study looks into teachers' level of ICT integration and teachers' perception regarding practice of computers and ICT in classroom. Still, one should notice that positive attitude of teachers not always ensure enhanced use of computers in classroom. According to Mazni (2002) day by day increasing challenges of education has moved teachers and students to apply ICT in their educational field

## 2.6. Negative Attitude of Teachers towards Technology

Many researchers supported ICT and mentioned the power of computers to enhance and fasten teaching-learning process at primary level education. However many questions are there about studies revealing that although number of computer users is increasing with the passage of time but still few individuals refuse to accept the importance of computer technology. All teachers are not expert in using computers and all are not motivated towards use of ICT and its integration in classroom. There might be two cases of not being interested towards ICT,

- Either they are not much trained or their knowledge is limited.
- They do not have much facility and support to carry out activities.

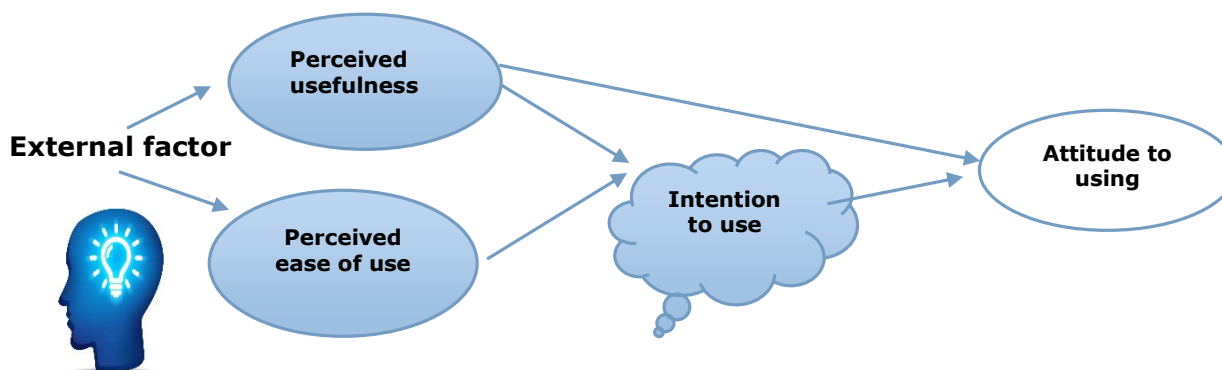
Sometimes teachers feel it difficult to use and move towards fellow teachers for their problems or opt to use traditional methods of teaching. Many earlier studies point out the reality that process of integration of technology in teaching-learning process will be failed if teachers are not focused regarding computing expertise. It means that positive attitude of teachers is necessary for successful implementation of computers and technology in educational field.

Teachers' negative attitude makes a crucial part in complete adoption of technology. It is revealed by conclusions of different studies that despite of fast growing trend of Information and communication technology, it is not still integrated completely in classes but there held a gap between these new techniques and their use by teachers. It will be right to say that only access to ICT tools does not make its integration successful (Granger C.A., 2002).

## 2.7. Technology Acceptance Model (TAM)

Technology Acceptance Model proposed by Devis in 1989, enlightened the processes, assisting the acceptance of technology, for the purpose to predict the behavior of instructors and offers a hypothetical justification for the successful implication of technology. As the practical objective is considered, TAM was to inform practitioners about processes that they might take prior to the application of systems.

**Figure 1: Technology Acceptance Model (TAM)**



Kusano et al. (2013) attempted to know attitude of teachers towards technology through cross-sectional study. He set a comparison between teachers of U.S elementary school in Southern Utah and Japanese teachers of elementary school in Hokkaido. Technology acceptance model (TAM) was designed to know well about teachers' perception, their knowledge about ICT and the level of utilization. Research showed that although teachers in Japan are well aware of importance of technology and they accept its usefulness in classrooms and curriculum but still they do not use it more in classes. While use of technology was found more in US due to positive attitude and better apparatus while Japanese teachers feel hesitation when try to apply technology in classroom. Teachers' willingness and their positive perception contribute towards integration of ICT.

## 3. Research Method

The research method of this study was descriptive in nature. Data was collected through survey. Required information was collected from the teachers through a self-developed questionnaire and with the help of a semi-structured interview schedule. The questionnaire contained 29 close ended items on five-point Likert scale. Two subscales included in the questionnaire were the knowledge of teachers about ICT (7 items), teachers' attitudes towards ICT inclusion in the curriculum (12 items). The questionnaire was personally administered to 60

teachers from public and private institutions of Bahawalpur (Punjab). For this purpose, 2 colleges and 3 universities were randomly selected. Sixty (60) teachers from the English Department, The Islamia University of Bahawalpur, National College of Business Administration & Economics Bahawalpur, Sadiq Dane Women University Bahawalpur, Govt, Sadiq Egertan College Bahawalpur and Post Graduate College Bahawalpur were selected randomly as a sample by using the snow ball technique. Both male and female teachers were the participants of research. Total of Five teachers, each from an institute were selected for interviews.

#### 4. Data Analysis

The collected data was analyzed through SPSS. Information generated through interview survey from teachers was analyzed descriptively. After collection of data through questionnaires, it was entered into a sheet using Statistical Package for Social Sciences (SPSS. 17). MS excel was also used for designing tables. The numerical values allotted to different reactions on the scale are as follows;

Strongly Agree (SA) = 5    Agree (A) =4  
 Undecided (UD) =3    Disagree (DA) =2  
 Strongly disagree (SDA)=1

In order to investigate the attitudes of teachers towards insertion of ICT in the language classes with reference to the knowledge of teachers about ICT were analyzed through SPSS. The data collected through semi-structured interview survey was qualitatively analyzed. For this purpose, firstly, main themes were identified, secondly, frequencies for major responses were noted and lastly, findings were descriptively discussed.

##### 4.1. Development of Research Tool

A questionnaire was developed to perceive the approach of instructors towards ICT in ESL classes. Questionnaire was consisted of the questions about knowledge of teachers on ICT, use of ICT in classrooms, benefits of ICT and, and attitude of teachers towards computer based language learning. A semi-structured Interview was conducted, consisting of four questions to know the perception of teachers towards technology and its importance which they acknowledge in an academic career.

##### 4.2. Reliability of the Research Tool

Experts' opinions were taken to improve the questionnaire. Detail of the value of Cronbach's Alpha is given in table 3.1 which confirms high level of reliability of the scale (questionnaire). Validation of interview schedule was also ensured by experts' judgments. After validation, the tools were directed to the sampled teachers.

**Table 1: Reliability Criteria**

$\alpha > 0.9$	Excellent
$0.9 > \alpha > 0.8$	Good
$0.8 > \alpha > 0.7$	Good and Acceptable
$0.7 > \alpha > 0.6$	Questionable
$0.6 > \alpha > 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Data analysis was accomplished through SPSS. Reliability results of Research questions have been shown in given tables.

**Table 2: Factors Reliability of the Research Tool**

Sr. No.	Factors wise reliability	Cronbach's Alpha
1	The Knowledge of Teachers about ICT	0.831
2	Teachers attitudes towards ICT inclusion in the Curriculum	0.790
3	Overall Reliability	0.808

### 4.3. Pilot Testing

Validity of research tool was conducted by execution of a pilot study. For which, 5 teachers were nominated. The questionnaire was advanced after pilot testing. Two questions were deleted because of no response from the teachers.

### 4.3. Analysis of Section A

Section A is concerned with questions that contain the elements to know the knowledge of teachers that how much they are aware of ICT tools and internet utilization.

**Table 3: The knowledge of Teachers about ICT**

Sr.No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am completely aware of M.S word.	30%	41.7 %	18.3 %	8.3 %	1.7 %
2	I know how to find educational material from internet.	15%	51.7%	18.3%	10%	5 %
3	I have complete grip on power point.	25%	33.3 %	18.3%	16.7%	6.7 %
4	I often use M.S excel for evaluation.	26.7 %	41.7%	10%	15%	6.7%
5	I know how to teach through ICT.	35%	35%	10%	8.3%	11.7%
6	E-Mailing is not a big deal for me.	23.3%	45%	15%	6.7%	10%
7	I know internet browsing completely.	16.7%	40%	16.7%	16.7%	10%

The above mentioned table shows that 71.7% of the participants (30% SA and 41.7% A) are completely aware of MS Word, whereas 66.7% people (15 % strongly agreed and 51.7 % agreed) know how to find educational material from internet. More than half 58.3% of the participants (25%strongly agreed, 33.3% agreed) have complete grip on power point. 67.7% of the respondents (41.7% strongly agree and 26.7% agree) often use MS Excel for evaluation. Moreover 70% of the participants (35 % strongly agree and 35 % agree) know how to teach through ICT. Altogether 68.3% (23.3% strongly agree and 45% agree) are aware of the use of E-mailing while 56.7% of the participants (16.7% SA and 40% A) know internet browsing.

### 4.4. Analysis of Section B

Section B was designed to categorize the perception of teachers towards ICT whether they have favorable perceptions or negative attitudes towards the use of ICT in ESL classes.

**Table 4: Teachers' attitudes toward ICT integration in ESL classes**

Sr. No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	ICT practices subjects in a new and effective way.	16.7%	26.7%	21.7%	25%	10%
2	ICT motivates my students towards language learning.	41.7%	35%	5%	8.3%	10%
3	ICT as a tool of learning is easy to apply during fixed timing of lectures.	31.7%	26.7%	16.7%	15%	10%
4	Use of ICT in teaching-learning process makes me comfortable.	35%	43.3%	6.7%	8.3%	6.7%
5	I think ICT is beneficial for technical subject only.	20%	36.7%	21.7%	11.6%	10%
6	I think in language learning use of ICT is an external need.	38.3%	31.7%	6.7%	13.3%	10%
7	Use of computers makes teaching-learning process faster.	46.7%	25%	13.3%	5%	10%
8	Practice of ICT has made easy to clear concepts of students.	21.7%	13.3%	10%	35%	20%
9	My students don't get fed-up when I use computer as a tool of teaching.	26.7%	33.3%	16.7%	6.7%	16.7%
10	Use of computer and internet in teaching is time saving.	16.7%	25%	31.7%	16.7%	10%



11	I prefer to use technology than old teaching methods.	18.3%	31.7%	23.3%	16.7%	10%
12	Computer is necessary for better language learning.	21.7%	38.3%	11.7%	8.3%	20%

Above mentioned table shows that 43.4% out of respondents (16.7% strongly agree and 26.7% agree) opine that ICT practices subjects in a new and effective way. 76.7% agree (41.7% strongly Agree and 35% agree) that ICT motivates students towards language learning. 58.4% of the participants thinks (31.7% strongly agree and 26.7% agree) that ICT as a tool of learning is easy to apply during fixed timing of lecture. Moreover, 78.3% of the participants agree (35% strongly agree and 43.3% agree) that utilization of ICT in language classes makes them comfortable. More than half 56.7% think (strongly agreed by 20% and 36.7% agree) ICT is beneficial only for technical subject. 70% opine (38.3% strongly agree and 31.7% agree) in language learning use of ICT is an external need whereas, 71.7% of respondents agree (46.7% strongly agreed and 25 % agree) that Use of computers makes teaching-learning process faster. Less than 35% agree (21.7% strongly agree and 13.3% agree) that practice of ICT has made easy to clear concepts of students. Moreover 60% consider (26.7% strongly agreed and 33.3% agree) students don't get fed-up when they use computer as a tool of teaching. 41.7% (16.7% strongly agreed and 25% agree) use of computer and internet in teaching is time saving while 50% (18% strongly agreed and 31.7% teachers prefer to use technology than old teaching methods. Altogether 60% think (21.7% strongly agree and 38.3% agreed) that ICT is necessary for better language learning.

#### 4.5. Semi-structured Interview

Data gathered through semi-structured interviews and discussions with teachers is presented here. Researcher collected this data by talking to teacher in face to face meetings. Total of the five teachers each from one of the institute were selected to ask questions and to make discussions. Questions which were formed to carry out discussions were two in number which are:

- Do you consider teachers' training valuable for integration of ICT in classrooms?
- Do you find any difference between the outcomes of students who are taught through ICT and others?

In response to first question, majority of the teachers were in favor that a special type of teachers' training program is necessary for creating better understanding with technology. Mostly, old teachers are not much aware of use of internet or technology. They do not know how to use it for the purpose of delivering lectures and how can they make better use of technology to develop skills in students. So it is very necessary to train teachers and make them expert in use of computer as this will not only remove their tension and anxiety of using computer in classrooms but it will also enhance their confidence level when they will have more command on it than their students.

Second question deals with the teachers' attitude about benefits of ICT. According to their point of view it was found that the students who are taught through the use of technology are found more active, attentive, fascinated and energetic. They are not reluctant towards the integration of ICT and have more innovative ideas and designs towards their topic. Such types of students are more confident and have more information to cope with the world. While others who are taught through traditional methods are passive and hesitant towards the use of technology. Their general knowledge is not much elevated and they cannot cope well with the modern society.

### 5. Discussion of Findings

Keeping in view the findings of the research, the researcher has come to state that less willing people towards the integration of ICT in classrooms are those who have less knowledge. Teachers who are less exposed or deficient to the knowledge of technology, they feel hesitation while integrating it in classrooms. Computer assessment is more critical, reliable and constant because it is objective and devoid of subjectivity. As the medium is kept English for all system software so this is beneficial for enhancing trend towards English Language. Reason of reluctance of not or rarely using the technology in class is simply due to the lack of knowledge

and skills of these facilities. As Karakaya (2010) also highlighted after conducting research in Turkey that

“English teachers low/average level use of computers and insufficient integration of technology were taken into consideration, it was seen that the respondents did not have professional training on technology.”

Knowledge of the teachers about internet and utilization of ICT is explored. The findings illustrates that teachers often use computer to evaluate and monitor students. This suggests that the respondents not only have interest in the use of ICT in ELT classes but also have confidence in using these technologies. Majority of the respondents, use ICT in one form or another.

Second part deals with the interview questions' findings and discusses teachers' views about ICT and traditional method, benefits of ICT and, competence of teachers to use technology in language learning settings. ICT is a catalyst which accelerates English language learning but success in the use of technology completely depends on teachers that how far they make use of technology in their teachings. This perception was found accurate because analysis shows that teachers' attitudes towards ICT are the main thing which prefers use of technology. A previous research by Umar and Hassan (2015) pointed out that

“The teachers' level of ICT integration is still at the low level, although in general they admitted that ICT positively affects their teaching practice and their students' learning. Teachers throughout the country should be actively involved and take full advantage of the ICT initiatives introduced by the ministry to ensure those initiatives achieved the stated goals”.

## **6. Conclusion**

The main objective of the present study was to learn more about how ESL teachers feel about using ICT in the classroom. The study also looked at the connections between instructors' attitudes headed for computers, computer proficiency, and knowledge. The outcomes of this study exposed that Second language learning is affected by the preferences and experiences of teachers and learners regarding ICT use. Teachers' reluctance towards the integration of ICT is due to a lack of knowledge and less exposure of these teachers to ICT utilization in classes, as only 56.7% know internet browsing. It was concluded from the constructive attitude of 71.7% of teachers towards the use of ICT in English second language learning that the integration of ICT acts as a catalyst and speeds up the teaching-learning process (TLP). The consensus of 76.7% of teachers indicates that ICT use is considered highly motivational for students despite the perceived complexity of using them, including fixed timing and ease of use in the classroom. Interview results illustrate that teachers bear a positive attitude toward the integration of ICT because language teaching is more go to the field with technology than the traditional method of teaching. In other words, they admit the importance of ICT in the teaching-learning process. Due to students' level of improvement in their studies, teachers are compelled to use technology in their lectures. However, there is a need to train teachers to make them completely aware of technology, computers, and the internet so that they can overcome their reluctance to use ICT.

### **6.1. Recommendations and Policy Suggestions**

After finding the results of the study, it is recommended to develop and implement mandatory and ongoing ICT training programs for graduate-level ESL teachers, tailored to their skill levels and needs. For this purpose, I advocate for a national policy that mandates regular professional development in ICT for ESL educators, with incentives for participation. Besides this, awareness campaigns must be conducted, highlighting the benefits of ICT integration in ESL education and shifting teacher attitudes toward technology. It is mandatory to allocate resources for nationwide awareness campaigns that emphasize the importance of ICT in improving ESL learning outcomes. Moreover, there should be incentives for ESL teachers who excel in integrating ICT into their teaching methods, such as recognition, awards, or additional professional development opportunities. The policy framework that rewards and recognizes outstanding ICT integration efforts by ESL educators should be developed. Lastly, research efforts should be continued to monitor the progress of ICT integration in ESL education and identify emerging challenges and opportunities. To meet the need, I advocate for the establishment of a national research body or institute dedicated to monitoring and researching ICT integration in education.

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