Obstacles of Using ICT in ELT in Secondary Schools of Bhojpur Municipality: A Quantitative Study

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Abstract

This study intended to investigate obstacles of using ICTs in ELT. Census method was adopted to obtain the objectives. Likert-scale survey questionnaire, non-participation observation and unstructured interview were adopted as the tools of data collection. The results of the study exhibits that majority of English teachers have been facing the obstacles such as insufficient infrastructure, expensive cost, lack of experts, unsteady of electric power and internet of using ICTs in ELT.

Keywords: Obstacles, ICTs, ELT, Human resource, Infrastructure

Introduction

ICT stands for "Information and communication technology". It refers to technologies that provide access to information through telecommunication. ICT is an extended form and the latest concept of IT which focuses on primarily communication technologies (Zin, 2014). According to UNDP (2001) "ICTs are basically information handling tools–a varied set of goods, applications, services that are used to produce, store, process, distribute, and exchange information" (p. 2).

The use of ICT plays significant roles in enhancing English language mastering. The schools have made provisions of integrating ICTs in English language teaching and learning in order to enhance quality education. However, ICT has given rise to the obstacles of integrating ICTs English language teaching and learning. English language teachers and students require realising the reasons about the obstacles of using ICTs in ELT. ICT is currently being used in education to assist students to learn more effectively and help teachers to do administrative tasks more efficiently (Neil Selwyn, 2003).

There are many beneficial uses of ICT in education. ICT makes the class more interesting and livelier because it can be presented through different forms such as text, pictures, tables, graphs and multimedia. Moreover, ICT makes the learners feel more relax to learn various topics and also make them more active (Grabe & Grabe, 2005). ICT can also be used in facilitating various forms for online conferencing and create virtual discussion with the students and teachers. This online conference enables the teachers and students to share information with them (Fleckone, 2000).

Likewise, English teachers can use ICT to teach grammar and vocabulary. The students can also learn at their own pace as a self-study. The teachers can teach listening and reading comprehension by integrating ICT in ELT.

ICTs provide authentic language learning resources and contexts, they create co-operative and collaborative environment, and they provide opportunities for effective teaching and learning (Kumar and Tammelin, 2008). ICTs can transform the learning context; they can provide multiple opportunities in the field of education such as ICTs increase accessing information and learning resources, they enhance collaborative learning, and they support self-directed lifelong learning (Jimoyiannis, 2012).

The use of ICT has become essential in every day classroom teaching and learning. It's use gives a chance to teachers as well as students to increase the quality of education and meet the requirements set by the coeval knowledge society. ICT has become essential tools for educational change and reform (Ammanni and Aparanjani, 2016).

Ammanni and Aparanjani (2016) states that traditional methods of English language teaching are not showing great impact on the learners. Technology has become a tool for making the learners innovative and also become source for motivating the learners towards learning. English lessons that incorporate multimedia applications can exert powerful motivation and provide bored students with exciting new ways to learn (p.1). Likewise, Harmer (2007) discusses that teaching of and learning of English language is one of the main concerns of many of the educational institutions because English is not only an international language, and a lingua franca of the world's citizen (p.13). Many teachers and educators such as Liu (2012), Ince (2014), ACTFL (2013), Acevedo (2016) in their research studies have concluded that English language teaching and learning is effective and more successful with the integration of ICTs (Poudel, 2018).

According to Davis (2007), the incorporation of the technologies into English classroom can help achieve: (i) cognitive gain by providing visual images, (ii) motivational gain providing fun, and (iii) interactional gain by providing convenience sharing. ICTs provide opportunities for exploring communicative power of English learner engaging them in exploring literary texts and several other interactive activities in exciting ways (Richards, 2007).

The use of ICTs helps for creating collaborative learning environment for the students in English language teaching (Atan, 2012, as cited in Poudel,2018). The use of ICTs also helps for facilitating their English language learning (Li, Hu, & Zou, 2012, as cited in Poudel, 2018). The use of ICT plays various roles in learning and teaching processes of English language. Several studies have reviewed literature on ICT and learning and have concluded that it has great potential to enhance student achievement and teacher learning in English language teaching and learning (Bransford et al. 2000). ICTs can help the teachers enhance their pedagogical practice in the field of ELT and equip them with the knowledge and skills to use different computer technologies to access, analyse, interpret process and disseminate information to learners while teaching English language (Wong et al. 2006).

However, it cannot be denied that facilities and opportunities provided by ICT in English language teaching and learning are not obstacles free. We also need to take in consideration on the challenges that affect English teacher\s acceptance of the integration of ICT in ELT (Razmah Mahmod, 2005). In this regard, (Bhattarai (2006) and Shrestha (2008))

states that the factors like poor physical infrastructures, insufficient refresher trainings to the teachers, over loaded teachers, traditional methods, large size classes, lack of interactive and collaborative activities, lack of learning resource materials, and lack of innovative technological tools and procedures are some of common obstacles in secondary school education in Nepal (p.13 as cited in Poudel, 2018). The learners should have easy availability of the information or resources or the content knowledge.

It has been reviewed that most of these research studies are concerned with the context of the countries other than Nepal, mostly in the developed countries; and the studies based on the educational context in Nepal are quite a few. The few studies carried out in the Nepalese context (such as Newa 2007; Thapaliya, 2014) so far are concerned with the concepts such as perception and motivation towards ICTs, and their availability; (Poudel, 2018). Similarly, (Poudel, 2018) carried out research on use of information and communication technologies in English language teaching and learning which adopted mixed method. Additionally, the use of ICTs largely depends upon the social contexts and the distribution of the resources (van Dijk, 2013; Purushothaman, 2011); and therefore, there is a need of research and investigation concerning Nepalese educational context to explore these issues. Furthermore, the few studies have been conducted in the context of Nepal, but no studies have been done in the context of Bhojpur so far. So, the researcher is interested in conducting research to find out current situation, perception and obstacles of ICTs in ELT in the context of Bhojpur in community schools.

With regard to all these issues mentioned in the paragraph above, 'the topic related to obstacles of using ICTs in ELT in community schools of Bhojpur municipality has been an interesting issue to be examined. There might be many obstacles on this subject matter which need to be investigated as far as possible.

Seeing the advantages ICT provide, this paper aims at investigating the obstacles or obstacles of using ICTs in ELT' faced by English teachers in community secondary schools of Bhojpur municipality of Bhojpur district.

The use of ICTs adds the knowledge and skills of the English teachers about methods for teaching English language. It widens the scope of English language teaching. It provides quality teaching materials for teaching and learning English. It also creates autonomy of learning to the learners. Therefore, there is a need of research studies to develop an insight of the English teachers to review their methods and techniques so as to make it more learner-cantered, interactive and collaborative and to give a flash of intuition to the students to modify their learning strategies. It is also necessary of carrying out research of using ICTs in ELT to identify the scope of English language teaching and learning and to focus teaching on that area. In this rationale, this study is an attempt to answer the following research questions:

a. What are the obstacles faced by English teachers of using ICT in ELT in community secondary schools of Bhojpur municipality of Bhojpur district?

Research Methodology

This study adopted quantitative approach. Quantitative approach reflects the post-positivist philosophical assumptions. Moreover, quantitative approach is the view of inquiry that emphasizes examining the relationships between or among the variables by means of experimental instruments (Creswell, 2014) as cited in (Poudel,2018). It makes use of numerical data, closed ended questions, and facts for the discussion and interpretation of the results. True experimental, quasi-experimental, and survey research are commonly used as research methodologies (Mertens, 2010).

The study adopted non-random purposive sampling to choose the respondents from secondary schools of Bhojpur municipality. Fourteen English language teachers who integrated ICT in ELT were selected using census method from community secondary schools of Bhojpur municipality of Bhojpur district. Both primary and secondary sources of data were used to collect the information. Primary sources of data of this study were secondary level English teachers of secondary school owned by the government of Nepal. Apart from the English teachers, the headmaster, students and members of school management committee of the school also were involved as the primary source of data. Different books, journals, articles, newspapers, web sides, e-journal blogs, references were reviewed to collect secondary sources of information.

The respondents of this study were English teachers who had been teaching English language using ICT. The informants were given Likert-types of questionnaires and they were asked to choose the best options in their answers. Non-participant class observation and semi structured interview were also used to collect the data. After preparing questionnaires, interview and observation schedule, the researcher visited the schools and met the informants selected by non-random purposive sampling method and built the rapport with the respondents. The researcher explained the purpose of the research and data elicited from the interview was recorded on audio-visual device.

Data collected of the study was analysed and interpreted by using SPSS 25 under the different headings and sub headings to make interpretation more vivid and stigmatic. The various facts and variables of the data were presented in table, figures and diagrams with explanation. The analysis and interpretation of the data were made under different categories.

Findings and Discussion

There are so many factors that hinder the effective use of utilization of ICT in ELT. These factors have been grouped into the following categories as the findings.

Findings

In order to investigate the obstacles of using ICT in ELT, eleven likart-types of questionnaires were developed and the participants were asked to choose the five alternatives. The participants used five-point Likert –type scale (i.e. 1= strongly agree, 2=agree, 3=neutral, 4= disagree, 5= strongly disagree) to rate their level of agreement about obstacles on the following statements.
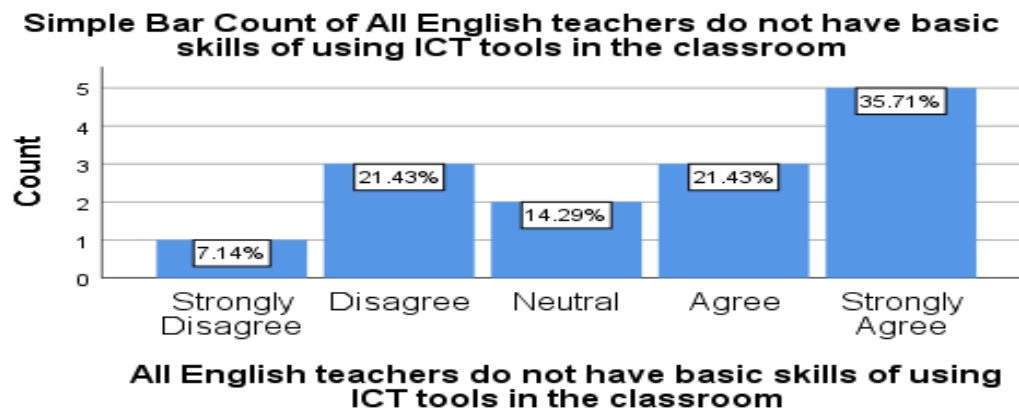
Table 1

Statements	Agree Strongly	Agree	Neutral	Disagree	Strongly Disagree
All English teachers do not have basic skills of using ICT tools in the classroom	35.71%	21.43%	14.29%	21.43%	7.14
There is not stable electricity power supply for ICT tools	21.43%	42.86%	-	35.71%	-
We do not have stable and high-speed internet at our school	21.43%	57.14%	-	7.14%	14.29%
We do not have training and workshop for using ICT tools	42.86%	42.86%	7.14%	7.14%	-
We do not have enough infrastructures of ICT tools at our schools	7.14%	57.14%	14.29%	14.29%	7.14%
There is often scarcity of skilled or expert manpower of using ICT at our school	14.29%	71.43%	14.29%	-	-
We often face technical Obstacles using ICT tools in class room	14.29%	57.14%	21.43%	-	-
We do not get fund or financial support from GO and NGO for using ICT at our school	28.57%	42.86%	28.57%	-	-
Using ICT tool is rather expensive so we cannot afford personally	21.43%	57.14%	-	14.29%	7.14%
The plan and policy of ICT made by the government is not implemented at our school	-	50%	14.29%	28.57%	7.14%
Total	207.15	500	114	114	42.85
Total in Average	18.83	45.45	10.36	10.36%	3.89%

Finding 1: Obstacles associated with the basic knowledge and skills of using ICT tools in the classroom

The participants used five-point Likert-type scale (SD=7.14%, D= 21.43%, N= 14.29%, A= 21.43% and SA= 35.71%) to indicate their obstacles. The result showed that more than 56% of English teachers lacked basic knowledge and skills of ICT usage.
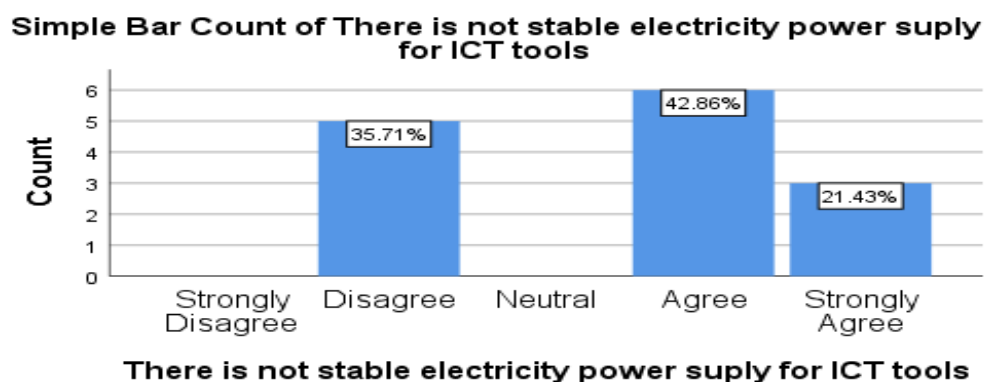
Figure 1

Simple Bar Count of All English teachers do not have basic skills of using ICT tools in the classroom

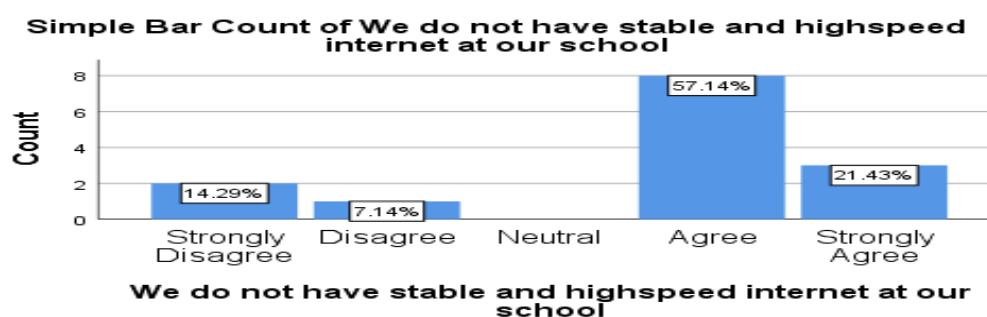**Finding 2: Obstacles related to electricity power supply and internet**

The participants used five-point Likert-type scale (SD=0%, D= 35.71%, N= 0%, A= 42.86% and SA= 21.43%) to indicate their obstacles on ' there is not stable electricity power supply for ICT tools'. The result showed that more than 64% of English teachers lacked basic knowledge and skills of ICT usage.

Figure 2

Simple Bar Count of There is not stable electricity power suply for ICT tools

Finding 3: Obstacles related stable and high-speed internet at our school

Figure 3

Simple Bar Count of We do not have stable and highspeed internet at our school

The participants used five-point Likert-type scale (SD=14.29%, D= 7.14%, N= 0%, A= 57.14% and SA= 21.43%) to indicate their obstacles on' we do not have stable and high-speed internet at our school'. The result exhibits that more than 79% of English teachers lacked basic knowledge and skills of ICT usage.

Finding 4: Obstacles related to training and workshop for using ICT tools

Respondents were asked to indicate their viewpoint on a five –point scale that ranges from strongly disagrees to strongly agree on the statement of "We do not have stable and high-speed internet at our school." Figure 4 reveals English teacher's view about lack of training and workshop of using ICT in English language teaching. Results from the figure 4 indicate that 42.86% strongly agreed, 42.86% agreed, 7.14% undecided, and 7.14% disagreed and 0% strongly disagreed respectively.

Figure 4

Simple Bar Count of We do not have training and workshop for using ICT tools

Finding 5: Obstacles related to infrastructures of ICT tools at our schools

Respondents were asked to indicate their viewpoint on a five –point scale that ranges from strongly disagrees to strongly agree on the statement of "We do not have enough infrastructures of ICT tools at our schools." Figure 5 exhibits' that **7.14% strongly agreed, 57.14% agreed, 14.29 % undecided, 14.29 % disagreed and 7.14 % strongly disagreed**. The lack of infrastructure has been a big problem at community schools of Bhojpur municipality
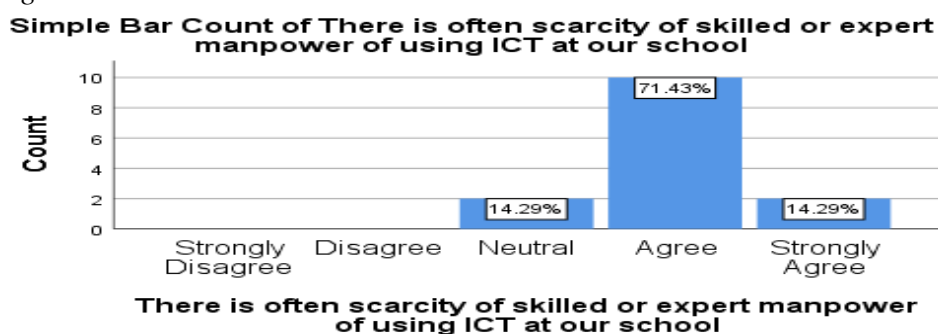
Figure 5

Simple Bar Count of We do not have enough infrastructures of ICT tools at our schools
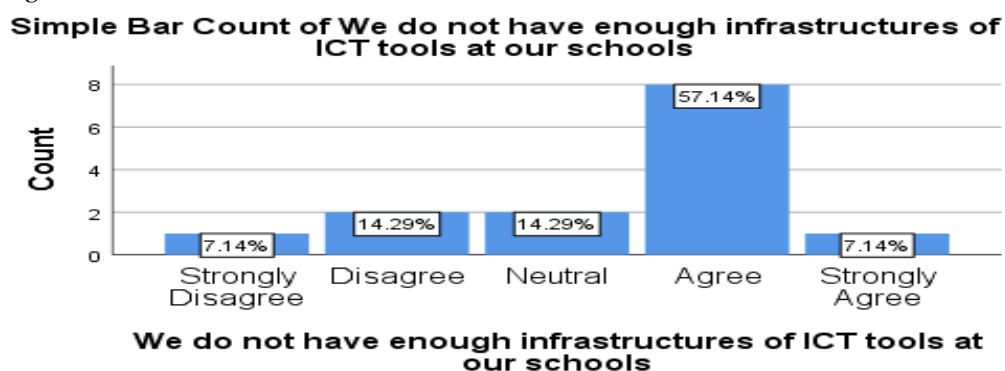
Finding 6: Obstacles related to the scarcity of skilled and expert manpower of using ICT at schools

Participants were asked to indicate their viewpoint on a five –point scale that ranges from strongly disagrees to strongly agree on the statement of "there is often scarcity of skilled and expert manpower of using ICT at schools." Figure 6 exhibits that 14.29% strongly agreed,

71.43% agreed, and 14.29 % remained undecided. The authority and school management need to manage a skilled and expert manpower at their schools of using ICT tools.
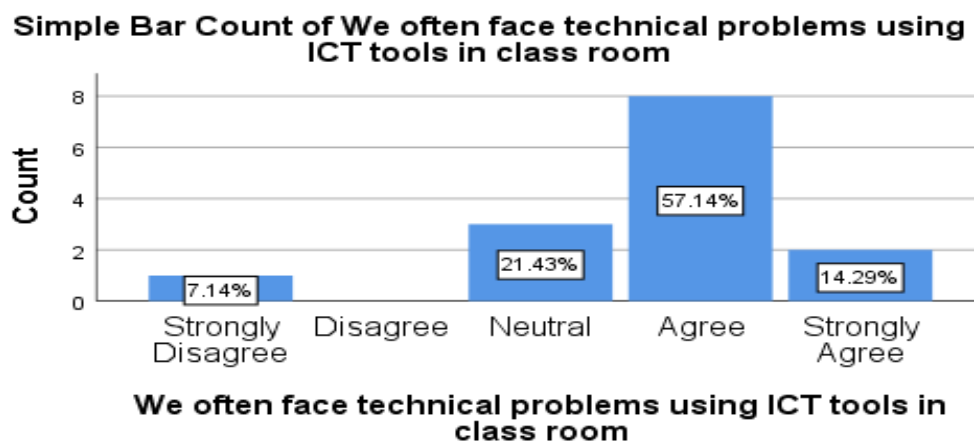
Figure 6

Finding 7: Obstacles related to technical problems (mechanicals) of using ICT tools in the classroom

Figure 7 provides technical obstacles faced by the teachers of using ICT tools in their class room. The highest number of the teachers was often facing technical Obstacles related to ICT use in their classroom. The figure displays 57% of the teachers agreed with the statement that they often faced technical obstacles. Similarly, 14% of them also strongly agreed with this fact. On the contrary, 7% of them strongly disagreed and 21% of them remained neutral. It has been vivid that technical obstacles are also main obstacles along with other obstacles faced by the teachers. This problem may impact classroom teaching activities.
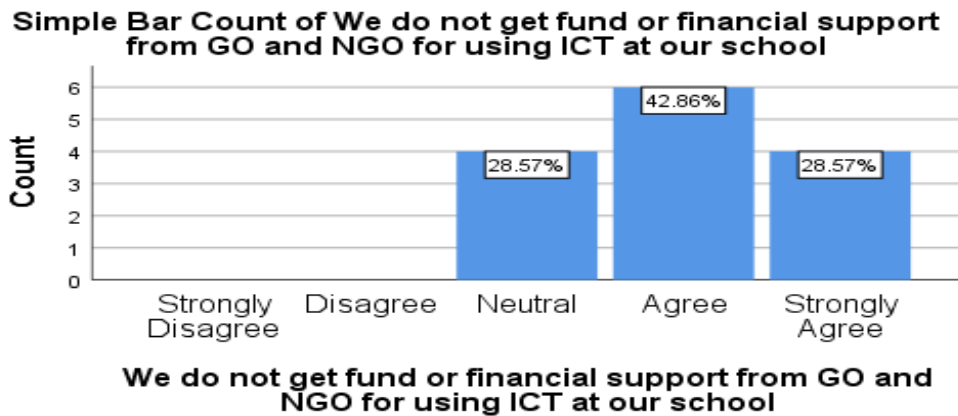
Figure 7

Finding 8: Obstacles related financial support or fund from GO and NGO support for using ICT at schools

Figure 8 represents financial support by GO and NGO for using ICT at the schools. The highest number of schools did not get any financial support or fund from GO and NGO. The result displays that almost 29 % of the teachers strongly agreed and 42.86% of the teachers agreed with the fact that their schools did not get any fund from both government and non-government authorities. 28% of them remained undecided on this matter.
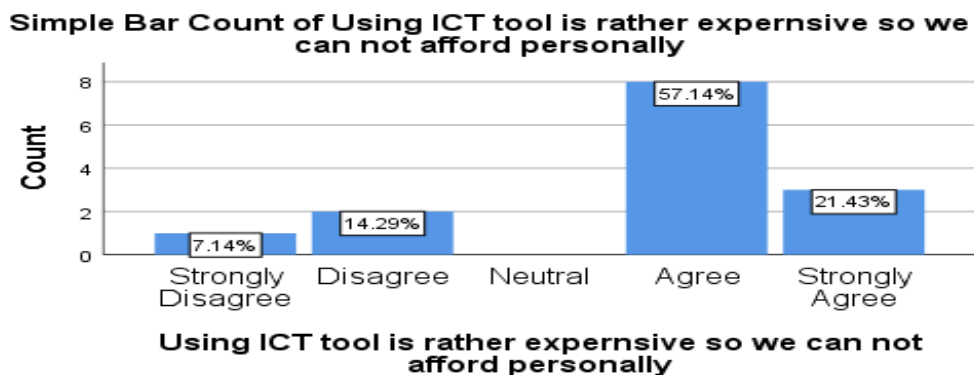
Figure 8

Simple Bar Count of We do not get fund or financial support from GO and NGO for using ICT at our school

Finding 9: Obstacles related expensive for affording ICT tools

Figure 9 shows purchasing tools are rather expensive. Figure 9 exhibits that 57.14% and 21.43% of the participants strongly agreed and agreed with the statement. On the contrast, 14% and 7% of them disagreed and strongly disagreed with this problem.

Figure 9

Simple Bar Count of Using ICT tool is rather expernsive so we can not afford personally

Finding 10: Obstacles related to implementation of ICT policy

Figure 10 exhibits that 50% of the participants agreed, 14.29 % of the teachers remained undecided, 28.57% disagreed and 7.14% strongly disagreed with the plan and policy of ICT made by the government is not implemented at their schools.

Figure 10

Simple Bar Count of The plan and policy of ICT made by the government is not implemented at our school
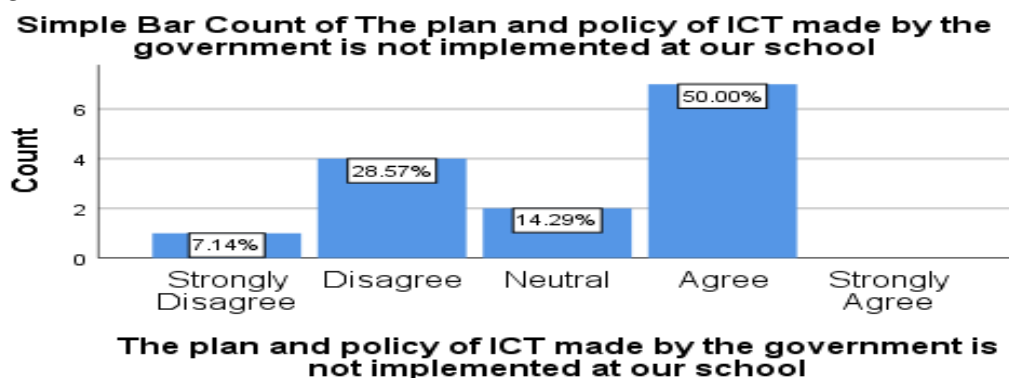
Discussion

Based on the analysis of datasets, this section delineates the possible interpretation of the results.

Human Resources related Obstacles

One of the main obstacles of using ICT is inefficiency of teachers' knowledge and skills to prepare materials based on technology. Almost 57% of English teaches did not have basic knowledge and skills of using ICT. Even English teachers did not have their mail ID. This makes clear that equipping classroom with ICT tools is not enough for enhancing English through ICT usage. The result once more indicated that most of English teachers are digitally illiterate.

The lack of training and workshop is one of the key obstacles for using ICT tools. English teachers pointed out those majority teachers do not have training of using ICT for the purpose of teaching English language. They did not take part in workshop of using ICT for the purpose of teaching English language. For example, 83 % of English teachers did not participate in any training and workshop of using ICT in ELT.The lowest number of them had training and workshop of using ICT for teaching English language.

General competencies related to expert manpower are required in installation, operation and maintenance of technical equipment in ICT usage. Without technical support of expert manpower, much time and money may be lost due to technical breakout. In community secondary schools of Bhojpur. For example, 85% of English teachers did not get support from expert manpower for technical support because there was not any expert ICT related technicians at their schools. Thus, one of the major obstacles to optimizing ICT use has been the lack of expert manpower support. It has been identified that some disabled ICT tools (computer, projector) take months to be repaired since no technician is available in the schools. The authority and school management need to manage a skilled and expert manpower at their schools for operating ICT tools.

Infrastructures Related Obstacles

Unstable electricity power supply was another big barrier for using ICT tools in ELT. One basic requirement is the availability of electricity. In Bhojpur municipality, many schools are still without a reliable supply of electricity. Power is very fluctuated and irregular. The irregular supply of electrical power has crippled the educational institutes where ICT is integrated into ELT. It is worse to use ICT tools inside the classroom without solving electric power obstacles first.

Unstable and low-speed internet is next problem for using ICTs in ELT. The finding indicated 78 % of English teachers did not have stable internet. It is clear that almost all teachers are facing the problem of unstable and low speed of internet at their schools. They need high-speed internet with stable condition.

Thus, the lack of enough infrastructures is the main obstacles of ICT use in ELT. The majority schools lack infrastructure such as language lab, E-library, Computers, and Projectors at their schools. It can be said that authorities and schools need to manage infrastructure at their

schools. The lack of infrastructure has been a big problem at community schools of Bhojpur municipality.

Financial and Policy related Obstacles

One of the greatest obstacles in ICT use in English language teaching is the lack of fund or financial support. For instance, 71% of English teachers did not get fund from any source. ICT in ELT programs require enough investments. The schools need fund and financial support from GO and NGO to purchase equipment. The result indicates that the majority number of schools did not get any financial support or fund from GO and NGO. The government need to manage financial support to the schools for ICT tools.

The cost to the consumer of ICT tools is quite expensive. The finding indicated 78% of English teachers could not buy ICT device due to expansive for them. There is realisation that the teachers can not personally afford for purchasing ICT tools in ELT. As a result, majority number of teacher does not personally have ICT devices (laptop, computer, smart mobile phone) for the purpose of ELT. They depend on ICT tools available at their schools. They cannot take tools wherever they go. They are supposed to share ICT tools of schools which may not be possible anytime. As a result, the teachers cannot deliver effectively. The implementation part of the plan and policy made by the government is very weak in secondary schools of Bhojpur municipality. The result exhibits that more than 50% of the teachers agreed that their schools did not implement plan and policy of ICT in ELT. **Conclusion**

This study intended to figure out the obstacles or Obstacles of ICT use in teaching English at secondary schools of Bhojpur municipality. Currently, the use of ICT in ELT has appeared at almost all secondary schools of Bhojpur municipality as both a necessity and an opportunity. The result reveals that the main challenge of ICT in ELT is unsteady electricity power and internet. Moreover, the result and discussion display that English teachers are less skillful in using ICT tools for ELT. So, there is scarcity of expert manpower. Further, the research shows that there is insufficient or limited ICT infrastructure at secondary schools of Bhojpur municipality. The other main obstacles to implementation of ICT as perceived by the teachers in this study are teachers' lack of ICT usage skills, expensive ICT devices and poor financial condition of the schools.

The schools are enthusiastic of using ICT tools in teaching activities. As a result, most of English teachers and schools attempted to integrate ICT tools in teaching of English language in Secondary Community Schools of Bhojpur Municipality. Some schools have managed infrastructures related to ICT at their schools. Some teachers have already started to teach their lesson by integrating ICT tools. Some of them are going to teach lessons by integrating ICT in near future. However, both schools and teachers have been struggling with lots of the obstacles related to the use of ICT for the purpose of English language teaching at their schools in Bhojpur Municipality.

Acknowledgement

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