

Teachers Perception Regarding Role of Technology in English Language Learning at Secondary Level

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ABSTRACT

This study is about “Teachers perception regarding role of technology in English language learning at secondary level “gain the outcomes for the study following objectives. i) To examine teacher’s perspective on the use of technology is enhancing English instruction. ii). To determine how technology is enhancing English language instruction. iii). To investigate the advantage and disadvantage of using technology in the classroom. The research design is a descriptive survey. The present research study was aimed to investigate teacher perception regarding role of technology in English language learning at secondary level in District Malakand Khyber Pakhtunkhwa . In the present research a quantitative approach was adopted. The instrument for gathering data was an adapted standardized questionnaire. A descriptive analysis was performed on the gather data. The data was collected through an instrument out of the sampled population. The collected data was analysed through SPSS and result was inferred upon. The result was tabulated after applying different statistical tests. Teachers positive sentiments regarding the use of technology are revealed by the survey and interview protocol utilized in the study. Nonetheless the distinction in how different teachers use technology might be attributed to their proficiency. Although technology is useful in teaching and learning environment, Malakand District schools do not employ it to its full potential. The result emphasis how little technology is used because there are not enough resources. Lack of training and absence of tools. The study offered several suggestions for the efficient of technology in language instruction and the elimination of any potential obstacles to its usage by Malakand District teachers.

1.1 INTRODUCTION

Every element of life is significant impacted by technology not just in terms of teacher training our reliance on technology has increased to an unprecedented degree as a result of its pervasiveness throughout society. Over the past 20 years the incorporation of technology has become an essential element of effective training. In recent years secondary English language instruction has become

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more and more popular. Technology is the application of scientific knowledge to the creation of new tools and devices that benefits humans. IT has made our lives more easier and has given us access to a multitude of amenities. We never would have imagined .The word technology originates from the Greek words techni and logos. Both techni and logos denote the knowledge required to make something. In this highly technologically sophisticated period educational institution across the globe are concentrating on new techniques and technology to equip students with the knowledge and skills they will need in the twenty first century combining hardware and software .Technology is the deliberate application of scientific knowledge to practical industrial tasks .It is true that most people understand what it is and can tell the difference between things that are created by humans and those that happen spontaneously . In a philosophical sense the study of technology is the study of its nature and social interaction philosophical. Technology affects student's ability to learn and in virtual classroom they engage with the instructor and other students to acquire valuable knowledge. Technology can be used by English teachers to help their pupils become more proficient language users. Additionally it reduces their total workload stress and saves time for lesson planning all while improving the efficacy of their instruction. Students can communicate with each other more easily and globally when they use technology. By mimicking and paying attention to native speakers one can learn language through technology which allows people to participate in self-directed private contact in a source environment. Now a days technology is a necessary part of any vibrant culture in the current era (Wood 2009). Since then technology has been used to help teach and as a result educational technology is now the main stay of initiatives to raise students' academic achievement (Anita Lie 2010). Almost all technological advancements entail a single piece of equipment even if those pieces are as sophisticated as laptop MP3 players and cellphones. English is one of the languages spoken worldwide most commonly these days. Language is a collection of grammatical rules. One way to communicate is through language. Individuals utilize language as a system of conventional spoken or written symbols to communicate with one another as members of a social group and active participants in its culture. Education uses technology to capture and disseminate knowledge. It aids learning and improves academic performance. Knowledge from a variety of disciplines is combined including but not limited to computers science sociology education communication and psychology. The learning standards had to be raised by developing technology. The way people learn has changed dramatically as a result of internet use. Without a doubt technology has changed

the world today. Since it is difficult to imagine life without technology. It has become a necessary part of both our lives and the lives of everyone else. Without question technology is advancing at an incredible rate in today's society allowing us to connect with one another anywhere in the world whether or not we are in the same room. People use of technology has become so widespread that it improves our daily lives. The world has altered due to technology. In every area of civilization including agriculture medicine and other fields it benefits people. The current world is dominated by technology which has affected every aspect of our lives including schooling. In order to create a better and more efficient learning environment technology is employed in education. Technology changes people's life and affect the ways in which they think communicate and learn. Technology enhances the educational and learning processes.

1.2 Objectives of the study

1. To examine teachers' perspectives on the use of technology in the teaching of English at the secondary school level.
2. To measure how technology is enhancing English language instruction.
3. To investigate the advantage and disadvantage of using technology in the classroom.

2. LITERATURE REVIEW

The subject of the study has been the subject of numerous research studies. In Vietnam one of the research was carried out. The study of the aforementioned research study was primarily to investigate how teachers perceived its integration in to the teaching of English at Vietnam territory. The research included both qualitative and quantitative methods. To get information the researcher created a questionnaire and conducted semi-structured interviews. Using the SPSS programme the gathered data was screened. The study suggested that the instructors' ICT use training be updated on a regular basis and that investment be made in educational software and the educated ICT network especially for the teaching of English. Teacher need to improve their own self-efficacy through educational technological advancement in order to stay up with the rapid improvement in e-learning capabilities. The core ideas of both traditional and cutting edge teaching methods must

serve as the foundation for instructors' lesson plans. The ability of teachers to carry out their instruction is facilitated by the integration of ICT which supported by genuine resources and creates a connected relationship between students and stakeholders either in sign language or not. In particular schools that incorporate technology in addition to traditional teachers and literature should provide opportunities for learning through the combination of several modes of instruction. Teachers need to invest more time in planning lessons appropriately and they need to make every effort to select a wide range of instructional resources in order to satisfy the expectations of their students. To make their classes more engaging teachers need to learn how to use a range of technological applications. For example real-time videos from websites should be incorporated in to lectures which should be delivered on-line 'rather than merely depending on power point aid.

Marni Bawawa (2022), concentrated on how instructors felt about utilizing technology to teach English. A questionnaire and interview were utilized to gather data for this study which followed a qualitative technique. The subject of the study was the finding that teachers have positive attitudes on the use of technology in English instruction. Utilizing technology makes it much easier for study to get data from a range of sources. Teachers can deliver courses in a more creative way and become more proficient with programs that are relevant to on-line and virtual learning environments by utilizing technology. Additionally it is noted that students are more interested motivated in focused on their academic and that they are continuing to learn and improve their skill with technological appliances and application. In District Muzaffarabad Jammu Kashmir Pakistan Ayesha Tariq (2022) did a study with the aim of comprehending the attitudes and perspectives of English instructors. The study discovered that there were several issues regarding how technology integration in schools affected English teachers in various ways. There is a shortage of the knowledge and proficiency that instructors need to teach English. Teachers need to possess the operating knowledge and training required for technical instruments due to their complexity. In order to improve their technology assisted instruction they should also undergo training and workshop. By providing students with the tools for learning that they required for the classroom. Technology integration in the classroom can be supported for EFL teachers. The study offered suggestion on how to encourage the use of technology in English classroom. Allocating adequate funds for teacher training programs and technical instruments is one example. It was found that the instructors' lack of training for new equipment and their inadequate knowledge of technology prevented them from using flexible technical tools in the classroom. The study findings

according to Caroline Katemba (2019) show that when technology is employed in the classroom students may facilitate their learning more quickly and efficiency. In their view utilizing ICT enhances the learning experience compared to merely conducting a conversation and instructing without any assistance. Although ICT can never fully take the role of a teacher in the classroom. ICT can assist educators in becoming more skilled and effective teachers. Furthermore even if they find it challenging to utilize technology they do so to make things easier to obtain and to make teaching and learning more interesting. However their age or experience does not stop them from using technology.

3. METHODOLOGY

A descriptive survey design was employed by the researcher. Descriptive study aims to precisely and methodically describe a demographic event or phenomenon such that the questions of where when and how may be addressed the questions of why cannot. To investigate one or more variables a descriptive research strategy may use a range of research techniques . In contrast the researcher in an experimental study only measures and keeps an eye on the variables without ever changing or affecting any of them. The current research project will look into how teachers in District Malakand Khyber Pakhtunkhwa perceive the use of technology in English instruction at the secondary level. he current study adopted a quantitative methodology .

3.1 Research Instrument

A questionnaire was a tool used to collect the data. The collected data was subjected to a descriptive analysis. The study employed a survey research design. After obtaining the owner's prior consent the standardized study questionnaire was implemented. Twenty items with closed-ended questions made up the questionnaire. All secondary school teachers who were instructing the students were given the questionnaire in person. Distributing the questionnaire in person the researcher gathered information from the responding teachers.

3.2 Population and Sampling of the study

District Malakand is divided in to three administrative tehsils called i) Sama Ranizai (Dargai) ii) Butkhela and iii) Thana Bahizi . The researcher being a woman and with cultural constraints only Tehsil Sama Ranizai (Dargai) made up the sample cluster for her convenience. Seventeen of the thirty-four (50%) of the total population, Government Girl’s high schools in Tehsil Sama Ranizai (Dargai) were randomly selected as a sample, from which data was gathered. Data was gathered from twenty-five English instructors working in the sampled schools. Following data collection inferential statistical tests were performed using SPSS 25 version for analysis in order to obtain results from.

4. Analysis of Data

In this section, the tables are framed after the item wise presentation of the instrument/questionnaire.

Item 1. Technological tools that are used in schools for an English Language class room.

SNo	Name of technology	%age
1	Computer/laptop	12 percent
2	Projector/ Multimedia	Zero percent
3	Smart phone	Zero percent
4	Talker cum speaker	Zero percent
5	Internet and WiFi	Zero percent
6	Whiteboard/ Black board	72 percent
7	Others	Zero Percent
	Total	100

The aforementioned table showed that 28% of teachers utilize computers, 72% use blackboard, projectors microphones, no WIFI is used and other sources for their English language teaching. It means that majority of the teachers are using blackboard for teaching of English grammar. It means

that technology could not proceed from blackboard, showing that Malakand District is far behind the technological growth.

I use a variety of programs and application to support my English teaching

SNO	Technology	% age
1	MS office/ word	44 percent
2	Excel program	16 percent
3	PPTs	Zero percent
4	YouTube Videos	8 percent
5	Google search/ other search engines	32 percent
6	Drive.	Zero percent
	Total	100

According to the chart 16% of teachers used excel, 8% used You Tube, and 44% of teachers used Microsoft word to teach English, But none of the teachers use Power Point or Drive in the English classroom.

The above Table shows that they are aware that Microsoft word is better for teaching, 44% of educators use it while instructing students in English. For their lesson 16% teachers utilize Excel while 8% use You Tube. In the English classroom no teacher uses Power Point or Drive.

Item 9. **Level of the degree of your technology literacy**

SNO	Technology	% age
1	High-	12 percent
2	Very high-	10 percent
3	Norma-l	70 percent
4	Low-	8 percent
5	Very low-	Zero percent
		100%

The above table shows that English teachers do have very normal education of technology, which is self explanatory.

4.1 RESEARCH FINDINGS

I gathered data from 25 secondary school teachers, and 75 percent of them claimed they do have computers in their English language classes. However, the majority of teachers—68% of them—don't utilise computers in the classroom.

This may be the case since the technology they use to teach English at their school is not this kind. Out of the students, 12% claimed to have used cellphones for their English studies, while 88% claimed not to have used smart phones for language study. It has been observed that educators use a variety of programmes and applications to enhance their English instruction. Teachers use Microsoft Word the most, accounting for 44% of all programmes.

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a variety of programmes and applications to enhance their English instruction. Of all the programmes, Microsoft Word is the most popular, being used by 44% of teachers.

In spite of the high degree of technological competence among the participants, the study discovered that certain educators were not utilising the resources provided in their classroom. The utilisation of technology by them could be hindered by external factors like substandard facilities. Nevertheless, the study's findings proved insufficient to address these problems. It is imperative to conduct additional study to find solutions to these challenges and to support educators in effectively integrating technology.

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This helps to fill in a gap in the literature, which often focuses on higher education. By examining technological integration at the secondary level, we can obtain information that pertains to students. Our knowledge of how technology can enhance English language instruction in secondary schools has been expanded by this study.

5. Conclusion

It was concluded in this study that teachers do have the computer technology but are reluctant to use it, with formidable strength. It was also concluded that no mechanism for supervision is present in the schools. The Principals and Headmasters think that using technology is some thing extra of the described jobs of the teachers and administrators.

5.1 Recommendations

1. There must be complete surveillance of the use of technology on part of Heads in schools.
2. The authorities may include the use of available technology in teachers' job description.
3. The English teachers may use the available technology for the pedagogical strength of the technology use for language learning.

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