TITLE

TEACHERS' VIEWPOINTS ON THE USE OF ICT IN THE TEACHING OF LANGUAGES IN KENYA

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Introduction

- Some few decades ago **chalk, blackboard, textbooks and teachers** were the prominent components of teaching and learning in schools but recent development of ICT means that this landscape is rapidly changing not only in the education sector but in all sectors of the economy.

- Information Communication Technology (ICT) is increasingly becoming **important in our daily lives** and in our educational system.

Introd. Cont.

- ICT tools are being **integrated** in the teaching and learning process in many learning institution of the world.

- The pedagogical benefits and contributions to learning and teaching associated with ICT are numerous and will continue to be **as new software** are developed to aid in teaching and learning.

- Teachers' viewpoints are critical **influence on students' confidence and attitude towards ICT** as teachers provide important role model to their students.

- There is **lack of study** on teachers ICT perception, teachers' ICT competencies and their views on ICT infrastructure as a tool in delivering teaching and learning of languages in secondary schools.

Research Objectives

- The paper discusses the perception of teachers towards ICT as a tool of teaching languages.

- The paper discusses the adequacy of the infrastructural facilities in schools to support ICT integrated learning of languages.

- The paper examines the teachers' ICT levels of proficiency to deliver language learning.

Methodology

- A qualitative and quantitative research design
- **30** teachers of languages in Secondary schools were sampled for this study. **Stratified sampling technique** was justified by using the three tiers of classifying Kenyan schools into national, county and district schools.
- A total of **ten schools** in each category were chosen using random sampling.
- Data was collected using **questionnaires** and analyzed using descriptive statistics.
- A cover letter accompanied the questionnaires and reassured respondents of complete confidentiality of any information given.

Research Findings
Teachers' Viewpoints

- The majority of the respondents perceived ICT as being more suited **to teach computer related courses** rather than languages. That is, ICT is a tool to deliver IT related courses and not to teach languages.

- The study notes that the **level of ICT knowledge by language teachers is inadequate** to successfully integrate ICT in language teaching

- **Internet** can offer opportunities to teachers for obtaining educational resources to improve on course content

- Most language teachers were not comfortable using ICT. They were **sceptical** about the challenges of exploring technology and new software.

Findings – Cont'd

- ICT was better suited to **teach computer related subjects** and not language subjects.

- Teachers felt that ICT is **interactive and collaborative**. A teacher noted that English lessons that incorporate ICT exert powerful motivation and provide bored students with exciting new ways to learn making the teaching of English interactive.

Infrastructural Facilities

- The **computers-to-student ratio** was generally viewed unfavourably across the board with majority of respondents at 85% indicating that their students did not have access to the computer.

- The same scenario was found to exist when respondents were asked to gauge their **computer-to-teacher ratio**, at 86% the outcome was unfavourable.

- **Internet access to computers** was also wanting at 87% while personal email received the lowest response rate at 8%.

- **Technical support** was somehow available at 17%, this may due to the fact that most schools do not have technicians

Infrastructural Facilities – Cont'd

- Lack of adequate training and experience is one of the main drawbacks to the teaching of languages.

Teachers' ICT Levels

- The study found that majority of the respondents were moderately competent in **word processor.** That is, teachers were more proficient in word processing than the other applications.

- **Spreadsheet program** was the least integrated in teaching and learning of languages in secondary schools.

- **Database program** received the same treatment as spreadsheet and considering this is for keeping student data majority of respondents rarely used it to teach languages in secondary school

Teachers' ICT Levels

- Respondent were also not well versed with **presentation programmes** and **search engines** the reason for lack of competencies in presentation may be attributed to lack of supporting hardware.

Conclusions

- Language teachers **do not have mastery of ICT skills** in many applications. Evidence reveals that teachers' mastery in ICT skills is critical to successful integration of ICT into teaching.

- Evidently, if **technology cannot be accessed by teachers**, expecting them to have a positive attitude towards something foreign is expecting too much.

- Teachers' perception on the role of ICT as a tool of teaching and learning languages was **negatively perceived**.

- Continuing to improve **the infrastructure at schools** will impact positively upon teachers' use of ICT.

Recommendations

- **ICT for professional use:** increasing the use of ICT for professional purposes will positively influence a teacher's ICT knowledge and skill level and help in teaching and learning of languages in secondary school.

- **ICT knowledge and skills:** improving the ICT competence levels of teachers will increase teacher integration of ICT within the classroom.

- **School ICT capacity:** continuing improvement of the ICT infrastructure available in schools will diminish the barriers to teacher use of ICT in the classroom.

Recommendations – Cont'd

- **Access to technical support and computers** for students use provided the greatest barriers to the development of teacher ICT competence and is therefore recommended for particular attention.

- **Teachers' attitudes and motivation** need to be addressed by all stakeholders stakeholders in education, for example, school administration, Board of Governors (BOG), Parent Teacher Association (PTA) and the government.

- **The government and non governmental** agencies need to support, finance and provide grants

Recommendations – Cont'd

- A teacher suggested that, **a website like the e-Blackboard** can be introduced to all teachers in order to extend the use of ICT among teachers.

PARTING SHOT

- When I think about my years in school, I remember my teachers more than I do the books I read" (source: tweeter)

- <u>QUESTION</u>

Can technology change that perception?

END

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