Utilizing "Information and Communication Technologies" (ICT) in English Teaching Spaces: A Qualitative Study of Teachers' Approaches According to Operation

Nafiseh Mohammadi[1*] Salim Masood Nassery [2]

English Language Department, Islamic Azad University of Khorasgan (IAUK), Isfahan, Iran.
English Language Department, Industrial Management Institute (IMI) Isfahan Branch. Isfahan, Iran

Abstract: During the recent years the use of information and communication technology was gradually considered to be utilized in language schools of Isfahan. In this regard, a set of specific plans was proposed make the students and instructors use computers and processors in the classrooms. Consequently, majority of language schools equipped classrooms with a video projector, a computer set and speakers aimed at developing the quality of teaching and learning at school. Due to the huge expenditure of this plan, it has been expected that schools do their best upon use of the ICT. Consequently, this paper was proposed to reveal whether the results are remarkable or not and why not. We selected equally subjects of the English language instructors based on the theory that any difficulties which will occur with the establishment of the strategy might be discovered mainly in the adverse views of educators. This study focuses on founding the ins and outs for the failure to standardize the procedure of processers in language teaching space studying extensively the facts advancing from the discussions performed between 16 instructors of English language from public and private schools.

Keywords: Information and Communication Technology, ICT, Instructors' approaches, Normalization.

1. Introduction

The main effort of keeping superiority schooling in Isfahan, a region whose extensively circulated population in minor rustic clusters develops an instructive subsystem using specific individualities, remains mainly thoughtful in the case of specific subjects such as English language. It's been the first regional administration in Iran to plan a comprehensive scientific learning task.

There are lots of these kinds of attitude at the area of linguistics however rarer in the particular area of instructors' attitudes in the direction of learning and teaching. During the post years, conversely, there have been an endlessly growing amount of studies into the feasible motives for the lack of influence over the ICT around expanding instructive consequences (Somekh, 2004), the dissimilar features which possibly will be significant e.g. self-effectiveness of instructor's have computer awareness (Papagianni, & Paraskeva, Bouta 2008) or else the share feelings play

in admitting technology (Sleegers & Veen, 2006) in addition to frequent findings on the difficulties meeting the outline and utilization of computers within the teaching space particularly as of the viewpoint of opposing outlooks and approaches between learners and instructors (Oblinger, 2005). Lastly numerous analyses have been developed which determine instructors' approaches as the possible and essential reason for the extensive distance concerning prospects and consequences. (Galván 2010 & 2011), (Albirini, 2006), (Hermans et al, 2008), (Shoffnerm, 2009), (Gobbo & Girardi, 2001) and (Todman & Dick, 1993). Accordingly, Ertmer (2005, p.27) cites Marcinkiewicz (1993, p.234) recorded that the "complete incorporation of computers into learning structure remains a secluded aim only if a consideration between instructors and processors would be existed. To fathom how to attain association, we are supposed to consider educators and what provokes them to use computers". One major problem for the creation of standardization over the ICT in language training is educators' approaches in the direction of them, indicated in various circumstances by concern of stating views around ICT or else of admitting the application they truly make in the teaching space. To state that they do not apply them nor own the essential exercise to mix them in their training could be measured in several circumstances as something ethically inappropriate.

It's been considered by McGinity (2002) that the encounter between what educators actually rely on around the applying ICT inside the teaching spaces and so what they deliberate that folks want.

On the other hand, Bax (2011) employs Vygotsky's mediation concept to clarify the standardization of ICT applied over the languages training. In keeping with this, the expansion of the kid's advanced conceptual procedures can simply be clarified in terms of communal relations and social arrangement along with the crew. Therefore, it's been highly complex to part ICT from the inherence of mankind who employ it. To the point, ICT won't hold an actual influence over the procedure of learning and teaching up until important variations would be existed amongst entire elements of the instructive institute, equally at academic stage and in the construction of the present educational arrangement. Based on these explanations, we would possibly be surprised if the primacy of the Ministry of Education in Esfahan ought to be financing on instructors' training aimed at the presentation of the ICT in schooling, instead on preparing computers for all learners. Trainers are in charge of employing ICT in teaching spaces since they are obliged to administer these variations when they shut the door to commence teaching.

2. Objectives

Normalization has been defined by Bax (2003) by means of "*levels once the technology gets unseen, considered established in daily life, inserted in ordinary drill and therefore "normalized" toward the scope that we barely identify them by means of Technologies*" (p.23)

This paper tends to found the explanations over the failure to standardize the practice of processors, particularly in language teaching spaces. The topics are English language instructors

upon the theory that any complications which possibly will develop the application of ICT would be discovered mainly in the approaches of instructors contained.

3. Methodology

The study offers a qualitative analysis upon comprehensive, semi-organized meetings of sixteen English language instructors in Esfahan, fourteen from public schools and two from private schools. The conversations all were recorded at several schools then transcribed for the evaluation.

So as to regard the privacy of the candidates, we will mention them as IPS (Instructor of Public School) or ISS (Instructor of Secluded School). The subjects focused on the combination of ICT within the teaching space, the preparation of instructors in the space, the utilization of processors in the teaching space, deliberations concerning their supply, the period of lecture and the current English program at these stages.

4. Considerations regarding the interviews

Our study is made up of instructors of their thirties, along with their own current teaching job in addition to an extensive knowledge of teaching languages. Most of the instructors who have joined this research consider, in spite of the point that, the utilization of ICT in the teaching spaces has equipped the quick access to a great variability of resources; this has not expected a transformation in schooling. In the middle of the causes which have contained this transformation, they apply for the soft educational stage of learners, the raised quantity of learners in each group of pupils, the lacking performance of the processors and Internet, the shortage of time and lastly the lack of instructors' training:

"That implies more technical knowledge than we have, and that has been the problem. They've gotten you"
"Computers, you cannot move the tables, and you're not prepared to use what you have there. Then, in some cases, there is rejection of the New Technologies" (IPS 11)

Conversely, all of the instructors claim that the transformation has happened at the managerial stage, in administration, influence of absences and being in touch with parents. Other instructors consider the method the ICT has been presented into the schools in Isfahan has not contained sufficiently. They accept as true that it would have been quite significant to spend sum of money aimed at preparing computers along with other supplies such as instructors' training.

We considered it actual remarkable the opinions of instructors who, while being in arrangement within appreciating vastly clear the capacity of ICT, argue that the practice in the real condition and from the educational viewpoint has not varied the procedure of customary training. Basically they mention that the procedure endures to be equivalent. Accordingly, Richards (2006), found the answer why it is accordingly complex for instructors to incorporate ICT in their training, is

that the beginning point remains the statement that tools is "somewhat you include to current `tutoring' and contrariwise" (Richards, 2006). In the same way, as stated by Buckingham et al (2001), we bear in mind that the inflexibility of the schooling arrangement, which has not changed meaningfully throughout a great share of the 20th century, remains one potential reason for the breakdown of the operation of ICT as well as that "instructive improvements frequently come to nothing to have far lasting influence since they do insufficiently to vary the institutional type of the school" (Buckingham et al, 2001). The model that major problem in incorporation of ICT in learning are considered as obstacles existing within the structure, correspondingly emerges in the study over the influence of ICT applied in European schools (Balanskat et al, 2006). In addition to this, Martínez & Correa (2009) founded their point of view, as well as others, over the report, state that the standards and the firm construction which control the structure, in addition to which they emphasize the schedule, assessments, the obvious distribution into topics or the principles applied for the various instructed resources, avoid the incorporation of ICT in education and hinder the opportunities of accomplishment in their operation. The several stages of training, including Primary, Secondary and University Trainings encompass types and values which are distributed by all the associates of the group, while instinctively.

Martínez & Correa (2009) evaluated the inability of a lecturer to clarify the structural rules which describe the procedure of language however; who distinguish how to characterize concerning correct and incorrect expressions, along with the instructor who identifies how to characterize concerning, "performs that they extremely accept as true are advantageous to appropriate learning as well as performs that they consider are not. They can't simply recognize the primary principles of the difference in both circumstances" (Martínez & Correa, 2009).

Wherever the learners are involved, although ICT assist the instructors put an end to certain difficulties in the teaching space, since they develop awareness in the learners and inspire them, and then they contribute to get more complex to make the pupil focus on the actions to be performed in the course, assumed that the typical interest is existed to use the equipment, refer their emails or discussion:

"The computer is a double-edged sword that has a lot of advantages; however it has the complement that students relate it to the game or to the fun" (IPS 7)

None of participants have obtained any preparation containing ICT within their training throughout their academic educations or else during the training course at postgraduate levels. Consequently, they point up the significance of bringing subjects which improve the application of ICT in the class during the course of trainings. By the same token, they indicate the essential of involving this preparation in the training arrangement which they consider that they ought to be share of the preparation of the secondary school trainers, equally as it is required for the teachers of lower levels.

4.1. Pros and cons over the ICT utilization in language teaching space.

Amongst the rewards of the procedure applying ICT during the class, the instructors point up the device as a tool which provokes learners, particularly due to the varied range of options which it tenders; the opportunity to distinguish the language, culture as well as the actuality of English speaking countries; the independence balanced to the learners to operate at their own regularity; the concentration to variety particularly when acting with learners through specific instructive requirements; and lastly the support they deliver for keeping regulation within the schoolroom over the entire circumstance of conflicting groups.

In respect of the difficulties to the application of devices, the instructors interviewed the current circulation of the processors in the schoolroom as not being the most appropriate aimed at the expansive state which the language subject needs; practical difficulties, for instance, regular failures or deficiency of carefulness over the stuff on the share of learners; the absence of fitments required for the awareness of doings connected to the expansion of communicative features, like microphones, headphones or speakers; the period of every session which is not satisfactory to let the waste of time which turning on all the devices existed in the classroom assumes, schoolrooms in which hold a high amount of pupils, and along with a trainer involving the minority computer awareness needs to handle. Several instructors claimed that this deficiency of exercise in employing ICT in teaching spaces, in a number of circumstances, it leads to the trainer failing in control of the settings and consequently a failure in authority:

"It takes away authority from the students because I want to get to class and control the situation. With ICT I cannot "(IPS 3).

In a lot of circumstances it entirely develops in the unfeasibility of finalizing the lesson plan. Although, it is considered as a feature that merely some of the trainers questioned mention, it's been significant to emphasize that every so often the application of the device is counted to remain as a disruption in the standard routine of the class since it needs a distinct reforming of learners to operate with ICT as well as in a distinct class using dissimilar aims:

"For me it has always meant a kind of interruption of activity to deal with the computer since the experience is that they have always given problems; I have always had to rearrange my students in another way, there has always been a computer that does not work, a key that does not enter, I had to call the technician and we have ninety minutes. So, when you talk about New Technologies, is that in that class I will only use that. That is to say, it is a different class of different approaches" (IPS2)

4.2. The ICT Regularization in the class

Only a few consider the ICT regularization has been accomplished completely between the learners. On the other hand, generally the English language instructors who contributed within

this research believe that the ICT regularization in language class has not been completed, and actually it may not be simple used in this procedure to take place in the near time ahead. Along with the obstacles aimed at accomplishing this regularization, the most significant remains the lack of instructors' preparation with latest technologies. To a minor scope they emphasize is the extreme requirement to manuals in the class, and so the shortage of time to test latest supplies or else the difficulties in the schools.

Some trainers questioned do not consider the efficacy of working a procedure of regularization of ICT in the teaching space. They also do not believe optimistic that the major significance has been given to their practice, since they consider that, for training it's been more beneficial to rely on an important multiplicity of teaching sources.

One major difficulty disturbing this regularization remains the instructors in the schools do not include any sort of particular educational instruction for entering the ICT in the class. Besides, the merely assistance they are given is from their coworkers who experience more concerning their utilization. In addition, the most part is that both authorities in adjusting for tutoring intentions and the instructors, who truly distinguish the requirements for applying the ICT in the procedure of teaching and learning, ought to act together and accomplish in this manner, a conversation between academic and technical viewpoints, consequently, "associated contrasts like training-model, doing- considering and teaching-learning possibly will conditionally be settled over the experiment of operative strategies for instructive collaboration and employed awareness making" (Richards, 2006).

In this regard, the actions which are frequently done with the advantage of ICT remain those pointed at strengthening and structural vocabulary review. Although, most of them consider it would be highly optimistic to utilize ICT to rehearse expansive features, they do not include the essential methods for that. Concerning the processer usages applied, the Internet and specific hardware offered through the distinct producers are the greatest extensively worked with the English language instructors. Besides, there is an extensive assembly which agrees in demanding that the items and the processer usages over the market modify the databases in language field, and so it considers the matters which they need to tell in the teaching space. Merely four contributors assert that they have joined in the expansion of computer tools in the class.

5. Conclusions and suggestions

Most of the instructors who have been asked to participate in this study suppose that ICT considers an excellent development for teaching and learning generally, however since such things are related to the present, none believe that they have developed a transformation concerning teaching and learning instruction, to some extent since computers are operated equally as in customary teaching approach. Furthermore, they come about on the side of an extreme usage of devices within the teaching space since they assume they interfere their improvement and so their typical dynamic forces. This structure or the approach engaged so far remain a great amount in charge for this sort of outlook. The fact has considered that the

common awareness of the instructors includes the utilization of the processers in English class goes on to be for learners, equal with performance, amusement and enjoyment; they believe it as a reward or payment.

"If the mixing of technological equipment in the teaching space in the following decade brings up a change rather than the past decade, we have to concentrate over the money, resources and time for the extents that might contain the maximum influence for the learners and so the educators" (Fabry and Higgs; 1997). Inappropriately, nearly two decades later, we will confirm that the presentation of Information and Communication Technologies (ICT) has not transformed considerably the English language teaching and learning approaches. We are not able to deal with the regularization of the ICT toward a great level since the instructors' view weren't taken into attention; in addition, they are considered as the individuals who own the authority of the variations required to produce them. Accordingly, the first suggestion over the current research paper is that educators be prepared with the tools essential that can mix effectively ICT. Raising an essential teaching plan commencing at the school along with the overview of topics which provoke the usage of the ICT in teaching spaces; proposing additionally in facility enhancement options which take into consideration the actual desires of the teaching space, as well as which are specified for every single space of awareness. Preparation which ought to be complemented by educational instruction is crucial if the ICT applications involved in the teaching training.

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