

**Khadidja Hadj Djelloul**<sup>1</sup>  
Faculty Letters, Languages and Arts  
University, **Djilali Liabès Sidi-Bel-Abbès-Algeria**

## SECONDARY SCHOOL TEACHERS' PRACTICES TOWARDS THE USE OF COMPUTERS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE IN ALGERIA

### Abstract

New technologies are breaking down borders and barriers at a faster rate and have made the 21<sup>st</sup> century society technologically more dependent than ever. Unexpected encounters with other languages and cultures confront the new society with new choices, opportunities and challenges. Therefore, it has become a common trend that educational policy makers require the implementation and integration of new information and communication technological gadgets like computers across curricula in order to enhance teaching efficiency. This paper aims to examine teachers' practices towards computer use in teaching and learning English as a Foreign Language (EFL) in some secondary schools in Algeria. The study was carried out by using a qualitative method: semi-structured interview protocols, discussion and practical observations as instruments for data collection. The objective was to investigate teachers' knowledge on the use of computers in teaching and learning and to examine their performance in classrooms. Accordingly, a total of 43 teachers from 11 secondary schools in the case study town offered their thoughts on the subject. Findings from the study showed that most secondary school teachers lacked the proper knowledge of using computer facilities in teaching and learning English. Besides, they faced many challenges that demotivated them from using computers. Although there were few facilities in the visited schools but they were not used by all the presented number of teachers. The study concludes that, the effective use of computers in teaching and learning English in secondary schools can be achieved through training especially to promote teachers' knowledge on the use of ICT facilities that should be provided adequately.

**Keywords:** Computers, EFL, ICT, integration, technologies.

### 1. Introduction and Background

Generally speaking, choosing teaching materials determines the running of the course and underlines its content. It may happen that learners' needs and expectations are not met due to the wrong choice of materials. Therefore, good material should help a lot in organizing the course or what is more; it can function as an introduction into the new learning techniques and support teachers and learners in the process of learning. It is also a kind of teacher reflection which does not teach but encourages the learner to learn (Hutchinson and Waters, 1992, p. 107). The application of ICTs, as teaching materials, in English learning and teaching has become very popular and it has created wide opportunities to enhance learning. For example, Gregori Signes (2014) and Robin (2016) noted that one of the strategies used in order to promote learners' knowledge is based on projects. More specifically, they refer to digital storytelling which helps to improve traditional skills development, mainly speaking

<sup>1</sup> Email: [khadidjahadjdjelloul@gmail.com](mailto:khadidjahadjdjelloul@gmail.com)

Alternative Email: [khadidja.hadj\\_djelloul@univ-sba.dz](mailto:khadidja.hadj_djelloul@univ-sba.dz)

and writing along with researching and collaborative tasks and working with computers. According to them, only through this learners get accustomed to technology and they are trained on how to interview people, conduct research and apply several strategies to solve their problems.

However, the findings from the literature (Bingmlas (2009), Gray and Souter (2000); Farrell et al. (2007) and Tedla (2012)) indicated that there were scarcity of ICT facilities in schools which hindered its application in teaching and learning. Infodev (2010) reported that, developing countries depend solely on old ICT facilities like radios, televisions and printers compared to developed countries. Gulbahar (2005) discovered that one of the factors influencing teachers' decision on classroom teaching is the availability of ICT facilities and the lack of these leads to ineffective teaching. Balanskat et al (2006), Stienen (2007) and Kasoko and Tella (2010) found that teachers' use of ICT facilities depends greatly on their knowledge, proper training and appropriate practice. All of these authors praise the insertion of ICT in learning and teaching processes.

Therefore, a definite line has been drawn to define whether ICT is a separate subject to learn or a supportive pedagogical facility to be used. For that, there are two main aspects: ICT is used as a tool for teaching English; English is taught via ICT. In the former aspect, teachers and learners of English are aware that they use ICT, particularly computers and network communication, to support teaching and learning. Meanwhile, a wide range of other applications are used as tools such as: the use of Word processor; the use of PowerPoint (PPT), Flash and other software equipments. Under this condition, attention is paid to ICT itself and its related knowledge for it becomes a millstone that leads teachers to feel inadequate. In the latter aspect, ICT facilities become the environment in which English is taught. It doesn't necessarily take into account what software what software or hardware is needed to process the language materials. Teachers focus rather on the language itself. Using ICT facilities in real contexts enables teachers and learners to feel more confident and interested in the process of teaching and learning. For example, when learners read English newspapers online, watch videos or direct project works on computers, these materials become their only focus and ICT facilities become pedagogical and environmental agents.

As an ICT facility, the impact of computer access is apparent as teachers can now use a device that has previously been much harder to get hold of. Meanwhile, Internet makes it possible for computers to access an infinite storehouse of multimedia resources and encyclopaedias. For example, teachers can show clips of accents found on YouTube, find available reading passages or give examples of data show. As has been mentioned before, computer Micro Software (MS) processing programs like Word and **PPT** make it possible for learners to study in a novel fashion. MS Word software is an attractive tool for any written assignment as it not only comes with a proofreading system but also with a built-in dictionary **to enable correcting and redrafting**. It becomes an excellent tool for learning, writing and research and forms. Students with learning disabilities benefit greatly from computers as the software checks grammatical errors by highlighting and explaining them. Furthermore, Computers have access to information that cannot be found in textbooks. In other words, the available data on computers is general and invites the world as a whole into the classroom.

A study conducted by Rastogi and Malhorta (2013) found that 84% of secondary school teachers in India were knowledgeable and competent in the use of MS Word while 72% were knowledgeable and competent in the use of MS **PPT** presentation. The same study indicated that the practice of the use of ICT helps teachers to become more effective, to become successful facilitators in their teaching and to create collaborative learning between students

within the class. However, the range of software possibilities and tools available are not always fully utilized by all secondary school elements. We find it problematic that students use computers more often in the classroom than their teachers who feel uncomfortable using them, stating that they, themselves require an ICT education. Moreover, time constraint is always a burden that faces the accomplishment of learning tasks. In addition, Internet access requires a wide network connection, which can be expensive and schools may not be able to afford it.

A number of earlier studies investigated further reasons on why teachers do not use computers in their teaching (e.g. Winnans and Brown, 1992; Dupagne and Krendl, 1992; Rosen and Weil, 1995) and found a list of inhibitors such as lack of teaching with ICT experience, lack of onsite support for teachers to use technology, lack of help in supervising learners when using computers, lack of ICT specialist to teach teachers computer skills, shortage of computers, lack of the time required to successfully integrate the technology into the curriculum and beyond all the lack of financial support.

A recent study done by Shah and Kandasamy (2013) in Malaysia indicated that unlike developed countries, teachers in developing countries were less knowledgeable about the use of ICT facilities. Another study done by Tedla (2012) in East Africa indicated that one of the challenges facing the whole process of teaching and learning is the teachers' lack of knowledge about the use of ICT facilities. Hence, teachers' development of ICT literacy has been first revealed by educators and experts, such as Jung (2003), Kirschner and Davis (2003) and Downes (2001) and in recent years emphasized by government initiatives involving increasing investments in ICT facilities and professional training projects.

Algeria is one of the developing countries that have placed weight on the development of ICT-related human resources. As reported in Infodev (2007), it is encouraging and fostering the use of technologies to enhance the development process in general and the development of the educational system in particular, paving the road for an ICT policy framework along with its implementation. In light of the globally emerging knowledge and information society, Algeria has formed a committee in charge of defining the elements of Algerian national information society strategy. It is anticipated that the committee will work on creating synergies among the different sectors in the area of infrastructure, training, and research as well as information systems. The committee will identify a national working group, which will be charged with formulating short, medium, and long term action plans for ICT. The government is, thus, committed to set forth a policy for the integration of technological equipment within the educational system. Prior to this, the reform of the educational process and inclusion of ICT with a set structure was formally included in the country's formal policy in June 2002 with an allocation of three billion dinars. To facilitate the entry of Algeria into the information society, ICT initiatives have been designed in the project of the Ministry of Education to equip all schools with computers by 2005.

Algeria has placed considerable emphasis on the importance of developing a national ICT strategy for education and training. The Ministry of Education has taken steps to support the implementation of this strategy either by direct action or through the various institutions and agencies that have a partnership with the ministry, such as UNESCO, the EU, and different UN agencies. And within the framework of enhancing the level of penetration and usage of ICT in education, the government has signed a number of agreements with these organizations. For example, UNESCO is undertaking a number of initiatives for the proper integration in the Algerian education system, and the Japanese government has provided funding for teacher training programs amounting to USD 750, 000.

In addition, all education institutions deliver the same curriculum as designed by the Ministry of Education. The plan is to integrate ICT within the different school subjects to enhance learning and education. It therefore becomes a process of learning through the use of technology rather than learning about technology. However, the program of ICT training for teachers has been limited to basic information, with most receiving 30 to 60 hours of training. Although 100% of secondary teachers and 60% of middle school teachers received the basic training, this has to count to be a very little impact on the quality or method of delivery of education in the classroom.

Meanwhile, the Ministry of Education is working on building the infrastructure for enabling the ICT environment. All secondary schools were equipped with computer labs (15 computers: 10 for students, 5 for teachers) connected to the Internet through ADSL, and 30% of this foundation had Internet access via cable modem.

## **2. Research Methodology**

### **2.1. Statement of the Problem**

Being born in a world conquered by technology, our students have become digital learners; that is why teachers and schools cannot turn their backs on new cultural forms related to communication that digital technologies are engendering within our society (Soler-Pardo, 2014). There are numerous studies done on the use of ICT in teaching and learning in general (e.g. Kalinga, 2008; Nihuka, 2010; Mwalongo, 2011) and the use of computers as a means of information technology in particular. These studies found that there was a need to increase ICT facilities in teachers training colleges in order to raise teachers' awareness towards the use of these facilities. Many teachers have been trained over the recent years in how to use computers to teach English (Ya'acob, MohdNor and Azman, 2005) as well as other subjects for example Mathematics and Science. Thus, many secondary schools are supplied with computers, notebooks, LCD projectors and software to enable teachers to bring technology into classrooms.

As there are challenges related to the lack of teaching and learning materials including books and other facilities; lack of ICTs' use, namely computers, in the schools has resulted in the dominance of the use of chalkboard as the only means of teaching. Thus, this study tried to investigate the current teachers' knowledge and practice towards the use of computers in teaching and learning in order to raise community awareness of its importance to help students to understand the lesson clearly. In the present study, the focus is on the use of computers in teaching English in some secondary schools in Algeria. The following research questions guide to this investigation:

1. What are the teachers' attitudes towards teaching English using computers?
2. What are the challenges faced by teachers in using computers to teach English?
3. What are the teachers' suggestions in order to overcome these challenges?

### **2.2. Objectives of the Study**

The main objectives behind the present study were:

- a) To investigate the teachers' knowledge about the use of computers in secondary schools' teaching and learning.
- b) To examine the teachers' practice regarding the use of computers in classroom.

### **2.3. Methodology**

The respondents in the present study consisted of 43 secondary school teachers who teach English in public schools in a town situated in the North West of Algeria. Most of the respondents were university graduates and had at least 5 years of experience in teaching the

English language. A questionnaire was used to collect responses from these teachers. The questionnaires were distributed to the respondents and they were given enough time to complete them. Table 1 shows the main sections of the questionnaire and the information requested through these sections.

**Table 1**

Main sections of the Questionnaire

<b>Sections</b>	<b>Requested Information</b>
<b>Section 1</b>	Teaching experience, ownership of a personal computer at home.
<b>Section 2</b>	Frequency in using the computer to teach, training courses attended, Sufficiency of courses, duration of training, confidence in using the computer to teach, software used in school, usefulness of the computer to teach.
<b>Section 3</b>	Possible reasons that could have discouraged teachers from using computers to teach English in classrooms.
<b>Section 4</b>	Suggestions on what can be done to encourage teachers to use the computers to teach.

Data were also collected through the use of interview, discussion and practical observations. Table 2 shows these data collection tools and the kind of information collected through them.

**Table 2**

Tools and Kinds of Data Collected

<b>Sample</b>	<b>Tools for data collection</b>	<b>Data collected</b>
Heads of Schools	Interview	ICT facilities and practice of teachers towards the use of these facilities.
Teachers	Practical observation checklist and interviews	Practice of teachers towards the use of computers Frequency use of computers Attitudes toward the use of computers

### **3. Main Findings and Discussions**

#### **3.1. Discussion of the Questionnaire Findings**

The majority of the teachers, twenty five (58%), had at least ten years of experience which showed that most of these teachers were very experienced. The remaining eighteen (42%) teachers had less than ten years of experience. All of them (100%) owned computers at home. The results indicated also that only three (7%) teachers use computers for teaching English in classrooms; while forty (93 %) teachers did not use them at all.

As to the duration and adequacy of training that they had undergone, all teachers stated that the training on computers was deliberate and done on Saturdays all day for three to four months. They started going but they gave up. They justified their unavailability to take the course due to the fact that it was scheduled on the weekends. They stated also that the courses they had attended were not adequate to equip them with the necessary knowledge on how to use ICT in general in an English classroom. One possible explanation why this happened may be due to inappropriate training style that had led to very low level of usage of computers by the teachers or their acceptance to use them.

When informants were asked when using whether they were confident about computers to teach, the obtained results asserted that three (7%) teachers were confident, ten teachers (23%) were not so confident and thirty teachers (70%) were not at all confident in using computers in their English classes. It is interesting to note that when comparing the results, we can see that although ten teachers had little confidence in using computers, they did not use them at all.

Regarding the computer software that the participants should use in school, there were some available, such as Microsoft Word and PowerPoint (PPT). The teachers were actually expected to have at least a fair idea how to use some features on Microsoft Word, for instance. One main reason why they should do so was because all test worksheets; exam questions, monthly report cards, and analysis of results for term examination must be processed using the computer. Unfortunately, not all the teachers knew how to type using Microsoft Word. Most of them revealed that they asked those who knew to do so instead. As for the PPT to make LCD projections, three teachers (7%) rarely used it in presenting lessons or projects that demanded data show; however the remaining number (93%) preferred sticking to the traditional to the traditional way in presenting their lessons because they believed that spending time on high-tech facilities may interfere with finishing the school curriculum.

As regards the usefulness of computers in teaching English, again three respondents (7%) fully agreed that using computers had improved their presentation in teaching. Twenty eight (65%) agreed with this statement and twelve (28%) disagreed with it. All of the questioned number, which totaled up to forty three, agreed on that using computers made lessons more enjoyable, diverse and interesting for students. Teachers were well aware that computers did help in improving their presentation and made lessons more enjoyable, diverse and interesting for students, however they were reluctant in using them. As a matter of fact, in accomplishing the school program in the allocated time, again three teachers when asked whether using the computer was time-consuming were for; however forty were against.

The next section of the questionnaire investigated the main challenges when using the computer to teach English. The findings indicated that two possible reasons could have discouraged the present work respondents from being computer users to teach English in classrooms. Thirty (70%) teachers strongly agreed that using the computer made their lessons more difficult; ten (23%) teachers agreed on that; however three (7%) teachers, those who were for using them, disagreed with this point.

The next challenge faced by teachers of English was the content of the lessons. Thirty (70%) teachers believed that using the computer to teach restricted the contents of their lessons. The reason could be because they had to prepare materials for teaching that follow the syllabus closely. Thirteen (30%) teachers also agreed on the fact. All of the teachers believed that using the computer to teach in the classroom would be difficult without good technical support from technicians. It seems that teachers were discouraged to use the

computer to teach if they had to solve technical problems by themselves. And even waiting for the technical problems to be solved is in itself a waste of time for them.

Other challenges encountered by the teachers, that could prevent them from using computers when teaching English, were as follows:

- a. availability of limited internet in the school;
- b. setting up the computer and LCD projector themselves before each lesson as well as putting them away properly after each lesson lead to a waste of time;
- c. being stressed to use computers to teach English as they had difficulties locating the teacher in charge of the computers whenever they wanted to use them, and
- d. malfunctioning of the computer which would distract students' attention and disrupt lessons.

The last section of the questionnaire required teachers to give suggestions on what can be done to encourage them to use computers to teach English in the classroom. Almost all the teachers but one suggested having a reserved computer lab or a resource center where all the computers, LCD projectors, CDs as well as all other computer peripherals could be stored and available at all times. Other suggestions are listed below:

- a. It would be good to have a special resource room with a full-time teacher operating the computers. The teachers' comments suggested that if access to the technological resources were difficult, it would form a barrier for the teachers to use them in the classroom.
- b. It would be useful and convenient if there were technical support at hand. The majority of the teachers welcomed a permanent maintenance element at the resource room at all times. He/she would be able to provide any technical assistance needed by teachers including the setting up of computers.
- c. There should be practical courses whereby teachers would be taught how to incorporate the use of computers in their teaching.
- d. During the holidays, teachers should be sent for practical computer courses and trainings in other towns.

### ***3.2. Discussion of Interview and Observation Findings***

#### ***3.2.1. Availability of ICT facilities in secondary schools***

An attempt was made to explore the availability of ICT facilities in secondary schools in the involved place of research. The findings from observation checklist showed that all eleven secondary schools involved in the study had ICT facilities. The facilities found in the schools are computer lab, computers, CDs, LCD projectors and printers. Although all secondary schools involved in the study were equipped with ICT facilities namely computer labs (15 computers: 10 for students, five for teachers) connected to the Internet through ADSL, these were not enough compared to the number of teachers and students in each school. Therefore, this study is in line with the findings from the literature which has revealed the scarcity of ICT facilities in schools as compared to teachers' and students' ratio. Students-computer ratio in the visited schools which is 1:50 implies that 50 students were able to use 1 computer at a time. This ratio is very high regarding the practical requirements in using computers. Besides, teachers-computer ratio in each school was 1:5, where five teachers share one computer at a time (not only teachers of English used computers). This implies that there was an inadequate number of computers in secondary schools. This was also explained by heads of these schools during the interviews. Even teachers, who favored the use of computers, argued that they were always lost in finding at least cables for connection. Therefore, a comeback to the traditional

way would be better. They explained that there were no enough ICT facilities in their schools which hindered the effective use of technology in teaching and learning.

### *3.2.2. Secondary school teachers' knowledge of ICT facilities*

The investigation of secondary school teachers' knowledge of ICT facilities in the whole process of teaching and learning revealed the contrary of what was expected. Out of the interviewed 43 secondary school teachers, 7 (16%) showed to understand what ICT means and 36 (84%) did not have any idea about what ICT means. The teachers who did not have the right idea about ICT had to say that they knew nothing about ICT terminology because that was new to them and they had never come across before. During the interviews, they hardly mentioned the ICT facilities they knew and which ones were available in their schools. The most known ICT facilities to the teachers were computers, mobile phones, projectors and printers. Once more, the study at hand is in line with the findings and observations from the presented literature, which revealed that there is lack of teacher's knowledge on the use of ICT facilities and lack of specialized ICT teachers as well.

#### *3.2.2.1. Teachers' practice on the use of ICT as a tool in teaching and learning*

This section presents the results regarding the secondary school teachers' practice on the use of ICT facilities in teaching and learning. The use of two ICT facilities were sought to be investigated in the study: computers and projectors.

#### *3.2.2.2. Teachers' use of computers and projectors*

Computer technology is one of the best tools of teaching and learning. The findings from practical observation checklist and interviews indicated that only three (7%) teachers were using computers but not so often in classroom teaching, while forty (93%) teachers were not using this technology in classroom teaching at all. This shows that many secondary school teachers kept using chalkboards instead of relying on computers in teaching.

Similarly, the use of data projector is one of the modern ways of teaching which reduces teachers' practice of elaborating many concepts. However, the data from practical observation checklist and interviews revealed that, out of 43 teachers observed, only three (7%) teachers were using projectors in the process of teaching and learning while the remaining forty (93%) teachers were not. During discussion, many students inserted that they could understand better when their teachers use computers and projectors. That would eliminate boredom in classrooms and touch many senses like hearing, seeing and increasing interest at the same time.

#### *3.2.2.3. Teachers knowledge on the use of computers*

This study investigated 11 secondary school including 43 teachers through practical observation checklist to find out their knowledge on the use of computers. The observations incorporated practical activities of putting ON and OFF computers and the knowledge of the use of Micro software programs like: Word, PPT, Excel and Access. Among the 43 teachers observed on their ability to put ON and OFF computers, 33 (77%) could do that rightly, while 10 (23%) of them could not. The observations showed that 30 (70%) teachers were able to use 'Word' processor; however 13 (30%) were not. Again 30 (70%) teachers were able to open the program and type a text but without editing and formatting it. The remaining 13 teachers who failed to run Word explained that they had never studied computer applications. When they wanted to type a text or a test sheet for student, someone else who knew computer applications properly worked on their behalf. 'Excel' offers a lot of benefits to teachers and students during teaching and learning. However, the findings indicated that only 6 (14%)

teachers were able to run Excel not very properly. Those teachers who were able to use this application said that they use it only when preparing exam results because it facilitates calculation. Making tables in the whole process of teaching and learning was not their concern. The remaining number 37(86%) teachers just entered students grades on Excel files given by their school administration. 'PPT' is an electronic slide that helps teachers a lot to embed files such as texts, music, pictures, and diagrams during teaching. However, only 3 (7%) teachers were observed to be able to use the application. They reported to have been using it in assisting themselves to teach using visual images, audio images, and texts in class using a data show. 'Access' is another computer application used for preparing the students attendance and for registration purposes. Among the 43 observed respondents, no (0%) teacher was able to use the application. Those findings showed that many teachers were able to open and shut down the computer but could not use the computer applications effectively. Word application is the most used program compared to other programs followed by Excel, PPT while Access was totally absent in the visited schools.

All in all, this study found that most teachers ignored the effective use of ICT facilities in their teaching.

#### **4. Conclusion**

The present study was carried out in 11 secondary schools in the North West region of Algeria. The same results may not be obtained in other schools in the same (or other) regions of the country. They may not be even found in middle schools of the same region (similar research was done on middle schools in the same region but with different results). Therefore, the obtained results may not be generalized to all schools in Algeria.

This study concludes that there are many challenges associated with the use of technology, mainly computers, in teaching English for secondary school learners. It demonstrates also that there is a lack of ICT facilities and a lack of teachers' knowledge on the use of technology in the classroom as well.

The investigation of first research question of the study "What are the teachers' attitudes towards teaching English using computers?" showed that most of the teachers did not use the computer to teach English. One major reason was that they were not trained to use the computer to teach. Most of them were not very confident to utilize the technology in their teaching because they felt that using computers in the classroom made their lessons difficult, restricted as it was a waste of time. Generally speaking, teachers were unconfident and uncomfortable when handling the computer in the classroom due to insufficient knowledge of ICT. That was the reason to have a negative attitude towards the insertion of technological equipment in teaching. Another reason for this attitude was that secondary school teachers were not guided and trained to use technology. All of these reasons made teachers demotivated to use computers although they knew very well about their advantages.

As for the second research question "What are the challenges faced by teachers in using computers to teach English?" It was found that English language teachers in the case study secondary schools faced many obstacles that deterred them from utilizing computers. These were the lack of availability of software facilities and lack of knowledgeable technical support.

Suggestions from the English language teachers for improving the situation were in the third research question. The outcome was to include a resource room or center that should be manned by full-time existing and trained personnel to teachers when needed. It was also suggested practical training courses on computers. As further research, a nationwide study

involving more secondary schools teachers should be carried out to see whether the Algerian government has achieved its objective of encouraging and fostering the use of technologies to enhance the development of the educational system and paving the road for an ICT policy framework along with its implementation or not.

### **Suggestions**

The study findings revealed that there is a lack of ICT facilities and a lack of teachers' knowledge and practice on these facilities, namely computers, in teaching and learning. Thus, based on these findings and adding to what was proposed by teachers, some multimodal suggestions should be brought into stage.

Teachers' knowledge on the use of technology or ICT literacy is at first the main aspect to be taken into consideration. Most ICT training projects accentuate teachers' development in technical capabilities but ignore integrating ICT in teaching and learning curricula. In order to balance teachers' confidence with ICT as a technological and as a pedagogical tool for quality teaching and learning, teachers should be placed in an ICT environment. When teachers as competent and confident work out pedagogical contents and methods using ICT, they all can construct their individual subject matter literacy upon their prior knowledge and their personal and professional experience. In turn, teachers' experience and knowledge are two most important factors toward the construction of their pedagogical beliefs. These beliefs will justify their decisions on the role of ICT in language teaching and learning and eventually will lead to changes in their instructional practices and increase their technical capabilities. Once their technical capabilities increase, they need to blend their experience with these capabilities and apply appropriate ICT to their pedagogical approaches and hence they are more likely to contribute efficiently to English teaching. Therefore, the quality of teachers depends on training especially on the use of modern technology in teaching and learning. This can be reached only with the availability of teacher in-service compulsory training program on the better use of ICT. Moreover, heads of schools should work in collaboration with various organizations that deal with ICT training to improve teachers' practices and their knowledge in the field.

The adequacy of ICT facilities is the second main aspect to be taken into account. There should be an increase of these facilities in schools to meet the number of teachers and students. This will ensure enough access to computers and thus result in better performance and increase the quality of secondary school teaching and learning. Accordingly, the Government is required to ensure the adequacy of computers and all what goes with as peripherals and equipment. It is also required to ensure teacher and students access to these facilities. This will help all secondary school teachers to teach effectively. The program of ICT training for teachers should be fostered rather than being limited to basic information.

### **References**

- Balanskat, A., Blamire, R., & Kefala, S. (2006). The ICT impact report. *A review of studies of ICT impact on schools in Europe*. Retrieved on 23/09/2019, from: <http://insight.eun.org/shared/>.
- Barret, B., & Sharma, P. (2007). *Blended Learning: Using Technology Inside and Beyond the Language Classroom*. Macmillan.
- Bingimlas, K.A. (2009). Barriers to the Successful Integration of ICT in Teaching and Learning Environments. *Eurasia J. Math. Sci. Technol. Edu*, 5(3), 235-245.
- Downes, T., Fluck, A., Gibbons, P., Leonard, R., Matthews, C., Oliver, R., Vickers, M., & Williams, M. (2001). *Making better connections: models of teacher professional*

- development for the integration information and communication technology into classroom practice.* Canberra: DEST.
- Dupagne, M., & Krendl, K.A. (1992). Teachers' attitudes toward computers: A review of the literature, *J. Res. Computing in Edu*, 24, 420- 429.
- Farrell, G., Isaacs, S., & Trucano, M. (2007). *Survey of ICT and Education in Africa (Volume2)*. Washington DC: World Bank.
- Gregori-Signes, C. (2014). Digital storytelling and multimodal literacy in education. *PortaLinguarum*, 22, 237- 250.
- Gray, D.S., & Souter, N. (2000). *Secondary Science Teachers Attitudes towards ICT in Scotland*. Glasgow: University of Strathclyde.
- Gulbahar, Y. (2005). ICT Usage in Higher Education: A Case Study on Pre-service Teachers and Instructors. *Turk. Online J. Edu. Technol.* 7(1). 67-80.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: a learning centered approach*. CUP, UK. chapter 1.
- Infodev (2007). Survey of ICT and Education in Africa: ICT in Education in Algeria.-InfoDev (Algeria CountrReport/Algeria-1). Retrieved from: <http://www.infodev.org> [Accessed on: 01/11/2019].
- Infodev (2010). Knowledge Maps: ICTs in Education.-InfoDev (Information for Development Program). Retrieved from: <http://www.infodev.org/en/project> [Accessed on: 11/01/2018]
- Jung, I. (2003). ICT-pedagogy integration in teacher training: Application cases Worldwide. *Educational Technology and Society*, 8(2), 94–101.
- Kalinga, E.A. (2008). *Development of an interactive e-learning management system for Tanzania secondary school*, Oslo: Blekinge Institute of Technology.
- Kasoko, G.A., & Tella, A. (2010). Teacher's perception of the contribution of ICT to pupils' performance in Christian religious. Education Department of Library and Information Studies, Faculty of Humanities, University of Botswana.
- Kirschner, P., & Davis, N. (2003) Pedagogic benchmarks for information and communication technology in teacher education. *Technology, Pedagogy and Education*, 12(1), 125–147.
- Mwalongo, A. (2011). Teachers' perceptions about ICT for teaching, professional development, administration and personal use. *International Journal of Education and, Development using Information and Communication Technology (IJEDICT)*, 7, 36-49.
- Nihuka, K. A. (2009). *ICT in teacher education: An analysis of educational media and technology instructional material of the open university of Tanzania*. Dar es Salaam: The Open University of Tanzania.
- Rastogi, A., & Malhorta, S. (2013). ICT skills and attitude, determinants of ICT pedagogy. *Integration European Academic Research*, 1, 300-370.
- Robin, B.R. (2016). The Power of Digital Storytelling to Support Teaching and Learning. *Digital Education Review*, 30, 17-29.
- Rosen, L.D., & Weil, M.M. (1995). Computer availability, computer experience, and Technophobia among Public School Teachers, *Computers in Human Behavior*, 11, 9-31.
- Shah, M.P., & Kandasamy, M. (2012). Knowledge, attitude and use of ICT among Esl teachers. *J. Edu. Admin*, 4, 300-380.
- Soler-Pardo, B. (2014). Digital storytelling: A case study of the creation, and narration of a story by EFL learners. *Digital Education Review*, 26, 74-84.

- Stienen, J. (2007). *ICTs for education: Impact and lessons learned from IICD-supported activities*. Hague:IICD.
- Tedla, B.A. (2012). Understanding the importance, impacts and barriers of ICT on teaching and learning in east African countries. *Int. J. for e-learning*, 2, 356-400.
- Winnans, C., & Brown, D.S. (1992). Some factors affecting elementary teachers 'use of the computer. *Computers in Education*, 18, 301-309.
- Ya'acob, A., MohdNor, N.F., &Azman, H. (2005). Implementation of the Malaysian smart schools: An investigation of teaching-learning practices and teacher-student readiness. *Internet Journal of eLanguage Learning & Teaching*, 2(2), 16-25.

### Appendix

Please indicate your Level in English Language Skills by ticking the appropriate number: 5=strongly agree 4=agree 3= neutral 2=disagree 1=strongly disagree					
<b>Tick the Suitable Box with the Appropriate Number</b>	strongly disagree	disagree	neutral	agree	strongly agree
<b>Statements</b>					
✓ Computers have improved presentation of teaching.					
✓ Computers help to make lessons more enjoyable, diverse and interesting for learners .					
✓ Computers save time in teaching.					
✓ Using the computer to teach made the lessons more difficult.					
✓ Using the computer to teach restricted the contents of the lessons.					