TEACHERS' PERSPECTIONS TOWARDS THE USE OF ICT IN TEACHING LINGUISTICS AND PHILOLOGY

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Abstract:

The major rationale behind the choice of this paper was that, ICT happens to be the newest technology in use for learning and in most remote areas especially in Nigeria are yet to get accustomed to its usage, its importance and the scope. Therefore, this study explains why it's good to embark on research of this nature. The following research questions guided the study, why is ICT important for teaching and learning according to teacher's perception? How did ICT change the role of teachers and learners according to teachers' perception? What is ICT-based teaching-learning approaches used in schools? And what are the challenges in integrating ICT in school education according to Teacher's perception? Findings from the study revealed that majority of the respondents were of the opinion that, ICT changes the role of teachers and learners according to teacher's perception and that there is a significant ICT-based teaching-learning approaches used in school.

Keywords: approach, perception, ICT, education, integration.

I. Introduction

There is substantial literature on the integration of ICT in classrooms. In a global context, both developed and developing countries recognizes the value of integrating ICT tools for their economic development. Developed countries, like US, for instance, spends more than US$10 billion annually in educational technology in public schools while Nigeria spends approximately N8 billion in ICT integrated related activities in schools (Albugarni& Ahmed, 2015). Likewise, a number of developing countries like India, Nigeria have adopted programs aimed at implementing ICT integrated pedagogies to reinforce the teaching-learning process (Ssewanyana &Busler, 2017). As they believe the use of considerable ICT tools act as sufficient drivers to boost the country's education towards creating economy-based development. Previous research indicates that the sheer presence of ICT does not directly influence teaching but instead it should be effectively integrated with teaching contents and pedagogies (Earle, 2012).

In recent years, education has undergone a substantial transformation as a consequence of the effect of ICT (Skiba, et.al., 2017). Methodological strategies have been developed, thanks to technology, strengthening active methodologies. These include the flipped classroom (Bond, 2019), game-based learning (Dostal, et.al. 2017), and project- or problem-based learning (Vanbecelaere, et.al, 2020). Different studies have analyzed the use of ICT for teaching mathematics in primary schools (Kim, 2020), secondary schools (Panahi, 2019), and for higher level studies (Mora, 2020). The importance of their integration has even been shown in classrooms with students with disabilities.

The available literature postulates that the proper use of ICT benefits collaborative work and student learning and has an impact on their academic performance (Mikropoulos, 2020). Nevertheless, teachers continue to use traditional methodologies with textbooks and boards.

II. Teachers' Perception on ICT Integration in Teaching

The education system of linguistic and philology direction in developing countries like Nigeria has rapidly changed with the advancement of technology. With the implementation of its K to 12 curriculums, integration of ICT in teaching is strengthened starting at the basic education to enhance the 21st century skills the learners need to cope with the demand of time. The Department of Education (DepEd) believes that technology has the capability to provide proactive, easy access and comprehensive teaching and learning environment Teaching

refers to the process of imparting knowledge and skills from teacher to learner. It is encompassing the activities of educating or instructing. It is an experience that has a formative effect on the mind, character or physical ability of an individual. Today ICT is changing, teaching in various ways. In teaching process, the role of teachers is always crucial. The human element has limits and others interventions (ICT) need to be brought to bear strongly in to the process of delivery and transformation of knowledge. (Haddad, 2020) Teachers are able to planning and preparation of lessons and designing their teaching material. Teachers using power point and other computer programmes to improve their presentation. (Scott, 2019)

Learning linguistic and philology is the act of acquiring new or modifying and reinforcing existing knowledge, behaviors, skills and values. We are living in the evolving digital world. ICT has an impact on every aspect of our lives especially in learning process. There is a wide spread belief that ICTs have an important role to play in changing and modernizing educational system and way of learning. (Punie, D Zmnbauer, and M Cabrara). Students are actively participating in ICT centered learning. The use of computers as tutors for drill and practice and for instructional delivery combined with traditional instruction results increase in learning in the traditional curriculum and basic skills areas. Students also learn quickly, demonstrate greater retention and are better motivated to learn when they work with computers (Victoria &Tinio, 2019).

III. Results

Teachers of linguistic and philology at any grade level can easily create collaborative activities for students on the web. Many of devices are still on the beginning of their using in the education, but they have got high potential as iPads and tablets (Sullivan, 2013).

Researchers found that iPads help special needs students improve basic skills, such as reading and writing, and increase their attention and interests in learning. The basic results of some researches regarding too presented problematic are described below. As it is possible to see, all authors described some problems with the adoption and integration of ICTs into education process, but nearly all authors see the big importance of ICTs in the education process. For example, Cavas, Cavas, Karaoglan, and Kısla (2019) realized research among Nigerian science teachers.

The results indicated that Turkish science teachers had positive attitudes towards ICTs and although teachers' attitudes towards ICTs did not differ regarding gender However, it differed regarding age, computer ownership at home and computer experience.

Martinovic and Zhang (2012) examined pre-service teachers' expectations of and attitudes towards the learning and integrating of ICTs into their teaching and their perceptions of the availability and usage of ICTs. The main results were, there was not enough comfort with ICTs usage among future teachers, despite skill level; future teachers had high expectations in learning and teaching with ICTs; access to ICTs was limited in the schools. AlZaidiyeen, Mei, and Fook (2010) found out teachers had a low level of ICTs usage for educational purpose, teachers hold positive attitudes towards the usage of ICTs, and a significant positive correlation between teachers' level of ICTs usage and their attitudes towards ICTs was found.

Peeraer and Van Petegem (2011) found out among Vietnamese teachers the usage of ICTs applications in teaching practice remains limited, mostly replacing traditional teaching practices. The factors currently determining the usage of ICTs in teaching practice are ICTs skills and computer confidence. Rana (2012) made research among teachers from India. The results showed that most of the teacher educators had positive attitudes towards the general role that ICTs could play in education and in the educational process. The findings showed no gender differences on attitudes towards ICTs in teacher training, but it is possible to see differences in attitudes with respect to age.

Alazam, Bakar, Hamzah, and Asmiran (2012) found out that teachers' ICTs skills were at moderate levels, and that a vast majority of teachers who participated in this study were moderate users of ICTs in classroom teaching.

IV. Conclusion

The purpose of this study was to examine the teachers' perceptions towards ICTs in teaching and learning linguistic and philology. Two hypotheses were formed to test that: ICT does not change the role of teachers and learners of linguistic and philology according to teacher's perception; there is no significant ICT-based teaching-learning approaches used in school. Findings from the study revealed that majority of the respondents were of the opinion that, ICT changes the role of teachers and learners according to teacher's perception and that there is a significant ICT-based teaching-learning approaches used in school.

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