

Factors Leading to Algerian Secondary School Teachers' Reluctance to the Pedagogical Use of Computers

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Received: 23/10/2021 Accepted: 20/09/2022

Abstract

Technology has become part and parcel of the teaching operation. Its effectiveness was proven by a multitude of studies investigating its usefulness in the instruction of the four language skills and other language aspects. Still, despite the increasing awareness of the urge to integrate technology; especially computer, in language instruction, there is a great deal of reluctance among teachers of the different levels to integrate it in their classrooms. This study, therefore, was an attempt to explore the set of factors leading to such reluctance and also to suggest way in order to encourage ICTs integration by instructors. According to the findings, teachers' reluctance to technology integration stems; most of the time, from the lack of preparedness to the integration of such tools.

Keywords:

Technology - Computers' Pedagogical Use - Teachers' Reluctance- Factors of Reluctance.

العوامل المؤدية إلى عزوف أساتذة التعليم الثانوي الجزائريين

عن الاستعمال البيداغوجي للحاسوب

ملخص

أصبحت التكنولوجيا جزءاً لا يتجزأ من عملية التدريس وقد تم إثبات فعاليتها من خلال العديد من الدراسات التي بحثت في فائدتها في تعليم المهارات اللغوية الأربع والجوانب اللغوية الأخرى. ومع ذلك، وعلى الرغم من الوعي المتزايد بالحاجة إلى دمج التكنولوجيا في تعليم اللغة، هناك قدر كبير من التردد بين معلمي المدرسة الثانوية لاستخدام التكنولوجيا في فصولهم الدراسية. وبالتالي، كانت هذه الدراسة محاولة لاستكشاف مجموعة العوامل التي أدت إلى مثل هذا الارتياح.

أظهرت النتائج أن التردد يرجع في الغالب إلى غياب التدريب المناسب على تكنولوجيا المعلومات والاتصالات كما أن إحصام المعلمين عن التكامل التكنولوجي ينبع في معظم الأحيان من عدم الاستعداد إلى دمج هذه الأدوات.

الكلمات المفتاحية:

التكنولوجيا - الاستخدام التربوي لأجهزة الكمبيوتر - إحصام المعلمين - عوامل الإحصام.

Facteurs Conduisant à la Réticence des Enseignants Algériens de l'enseignement Secondaire à L'utilisation Pédagogique de L'ordinateur

Résumé

La technologie est devenue partie intégrante de l'opération d'enseignement. Son efficacité a été prouvée par une multitude d'études portant sur son utilité dans l'enseignement des quatre compétences linguistiques et d'autres aspects de la langue. Pourtant, malgré la prise de conscience croissante de l'envie d'intégrer la technologie; en particulier l'informatique, dans l'enseignement des langues, il y a beaucoup de réticences chez les enseignants des différents niveaux à l'intégrer dans leurs classes. Cette étude était donc une tentative d'explorer l'ensemble des facteurs conduisant à une telle réticence et aussi de suggérer des moyens d'encourager l'intégration des TIC par les instructeurs. Selon les résultats, la réticence des enseignants à l'intégration de la technologie découle; la plupart du temps, du manque de préparation à l'intégration de tels outils.

Mots clés:

Technologie - Utilisation Pédagogique des Ordinateurs - La Réticence des Enseignants - Facteurs de Réticence.

Introduction

Technology is defined as the feasible implementation of knowledge especially that related to a specific area (Merriam-Webster, 2019). Hence, by combining technology with instruction, instructional technology would refer to the practical application of knowledge of instruction.

The integration of technology in education with all its forms has proven its usefulness in increasing its quality. It has the ability of improving both teaching and learning by offering content that encourages interactivity and engagement. Hoopingarner (2009), for instance, stated that technology is considered as a mean for improving teaching and learning by increasing input and offering learners extra opportunities for language practice.

Samuels noted that, “much more recent developments in social media and information technology are taking foreign language education in new directions” (2013, p 19). The use of technology in second language learning and teaching dates back to the 1960s when it took the form of textbooks, chalkboard (Reiser, 2001). Learners were, to a large extent, dependent on their instructors. It was the teacher who supplies his class with necessary information, the one who models, explains and corrects.

However, the pedagogical implementation of ICTs cannot fully realize the expected results. Despite all the expenditure and the increased access to technology in addition to the Algerian government’s assertiveness on the application of technology in the field of education, Algerian teachers still cannot embrace the amount of change that is predetermined by the technological advancements.

Tallvid (2016) mentioned that teachers’ reluctance to the use of instructional technology can be the result of the absence of technology skills, time constraints, unavailability of ICTs tools. He also views that teachers can refuse to integrate technology in their classrooms simply because they think it is not worth doing so.

Therefore, this study was carried out with the aim of exploring the factors standing on the way of the effective implementation of technology; especially computers, by Algerian secondary school teachers.

1. ICT Integration in the Algerian Educational System

In its attempt to pave the way for an ICT policy framework, the Algerian government placed weight on the need of adopting technology to enhance the development process of education. According to Ladaci (2017, p 161) “the Algerian government has initiated partnership with many international agencies to implement projects that would boost the status of technology in education and make it available for all». As a part of the reforms to improve the quality of education in Algeria, the MNE (The Ministry of National Education) has been calling for increasing teachers' capacity by training them in technology use. The challenge of getting up second-generation educational reforms requires a myriad of time and intensive efforts. One of the most serious challenges facing EFL teachers in the 21st century classrooms is how to meet the expectations and needs of today's' learners who grew using technology.

In a study published by Bouaricha and Hamzaoui (2021), the researchers stated that the integration of technology for academic purposes should have been preceded by any form of training to get Algerian teachers ready for the new modifications brought by the integration of technology. That is why, they said, most of Algerian university teachers are reluctant to use ICTs.

2. Requirements for Successful ICT Implementation

Recognizing the bulk of advantages offered by the integration of ICTs in the field of language learning/teacher, researchers in general and teachers in particular are increasingly willing to integrate it into their classrooms. Many of scholars went on investigating a set of factors that could possibly lead to the success or failure of technology pedagogical implementation.

Elements like teacher training, the availability of technologies, the good knowledge and familiarity with ICTs were reported to be among the factors that

contribute in both success and failure of technology use (Atkins and Vasu, 2000; Lam, 2000; Shin and Son, 2007). Research concerning this respect revealed that there were many attempts that have been made to give an appropriate typology of the set of factors interfering in the integration of technology like computers. Some researchers, for example, have distinguished two main types of factors which are internal and external factors (Al-ruz, J. and Khasawneh, S., 2011). Insufficient time, absence of computer equipment and administrative support are among the external factors that influence the integration of technology. The internal factors; however, can include teachers attitudes towards ICTs as well as their skills in the use of such technologies. Another distinction; however, has exhibited five set of factors which are namely; personal, technical, pedagogical, socio-cultural and institutional factors.

3. Method

The study is of a quantitative nature. A questionnaire was opted for a research method to help clarify some ambiguities and answer questions about the factors leading the reluctance of Algerian secondary school teachers to integrate ICTs in their teaching of English as a foreign language.

3.1. Methodology

The sample of this research was secondary school teachers of English from different high schools in the Wilaya of Souk-Ahras. The questionnaire was distributed to 30 teachers who were asked to answer a set of questions about their experience with the use of ICTs in the instruction of English as a foreign language and the factors standing behind their reluctance to implement such instructional technology in their work.

The questionnaire, as mentioned earlier, was distributed to 30 teachers of English with different experiences in teaching. The questions included aimed at investigating the degree to which these teachers rely on ICTs with its different forms to simplify the different language aspects to their students. The ques-

tionnaire also aimed at finding out the nature of ICT training teachers had and whether they receive any professional training from the ministry of MNE to reinforce their knowledge and skills. Finally, teachers were also asked to explain the factors leading to their hesitance to adopt technology as an instructional tool.

3.2. Analysis of the Results

This section includes the results obtained from the questionnaire aimed at analyzing the set of factors causing Algerian secondary school teachers' reticence to use ICTs as a medium in their teaching.

- **Teachers' Use of ICTs**

Table 1: Teachers' Use of ICTs

Teachers' Answers	Answers with Yes		Answers with No	
	Number	Percentage	Number	Percentage
Teachers using ICTs in the classrooms	3	10%	27	90%
Professional ICT training (Seminars-workshops-training days)	7	23.33%	23	76.66%
Poor school results are partially due to teachers' unwillingness to apply technology to improve their students' learning	5	16.66%	25	83.33%

The above table shows, in general, teachers' experience with ICTs use. The first point revealed by our respondents' answers to the questionnaire was their integration of instructional technologies in their classrooms. According to the results, 27 of the teachers said that they never implemented ICTs in their teaching. They were also asked about the kind of ICT training they received. Only 7 of them said they attended paid ICT courses while none of the 30 respondents said they had training days on the part of their ministry of education for the sake of training them for the use of ICTs.

• **Factors Leading to Teachers' Reluctance to ICTs Integration**

Table 2: Factors Leading to Teachers' Reluctance to ICT's Integration

Factors Leading to Teachers' Reluctance to ICTs Integration	Answers	
	Number	Percentage
1. Absence of ICT skills	18	60%
2. Fear of change	25	83.33%
3. Time constraints	20	66.66%
4. The inability to keep up with technological advancements	15	50%
5. The effortfulness of ICTs implementation	20	66.66%
6. The unavailability of ICT equipment.	25	83.33%
7. Absence of proper ICT training for teachers and students	28	93.33%

The main aim of this research was to investigate the set of factors contributing to teachers' hesitance to apply ICTs in their teaching. The informants were given a group of seven options which we believe are the most important reasons standing behind the reluctance to technology implications. Most of teachers attributed teachers' rejection of ICTs implication to their resistance of change and their rejection of technology as an assistance to teachers in the classroom. A number of 25 teachers explained their reluctance to technology integration to the unavailability of ICT equipment in the institutions they work in. most important of all is that a number of 28 teachers attributed their hesitance to the absence of the proper ICT training for both teachers and students.

4. Recommendations

The findings revealed by the study led to the recommendation of the following points. Regarding the fact that most of secondary school teachers of English hesitate or are unable to adopt the technological advancements invading the field of education, the Algerian government and more specifically the mi-

nistry of national education must make extra and intensive efforts to encourage teachers embrace the changes taking place due to technology; therefore, the ministry must organize periodical workshops with the aim of giving teachers professional training in the use of ICTs. Not only that, authorities must invest more to provide school with necessary ICT tools to give learners the chance to live the experience of learning in the way that goes with requirements of the digital era they belong to.

5. Conclusion

The integration of ICT in the field of education has benefits for the whole sector, especially the teacher sector and the students, as it increases the student's motivation to learn. ICT triggers the will to teach for teachers because of the different options that technology offers to facilitate the teaching and learning processes. Hence, both the MNE and teachers must do their best to make the integration of ICTs in teaching an easier task which would subsequently ameliorate the school performance of secondary school students.

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Appendix

Teachers' Questionnaire

Dear fellow teachers,

You are kindly requested to answer the following questionnaire. Your answers will provide us with insightful information on the factors contributing to secondary school teachers' reluctance to ICT's integration. Please, put a tick (√), or provide a full answer when necessary.

Thank you

Section 1: teacher's academic degree

- a. Licence
- b. Master/magister
- c. Doctorate

Section 2 : teacher's ICT Knowledge and Skills

1. Do you think that the implementation of technology in foreign languages instruction can improve students' school achievements?
a. Yes b. No
2. You consider yourself as:
a. An ICT literate teacher b. An ICT illiterate teacher
3. How do you rate your ICT's knowledge level?
a. Poor b. Average c. Good
4. How did you attain your current ICT's skills?
a. ICT training school
b. Online courses
c. By practice
5. Do you apply these skills in your work?
a. Yes b. No
6. Which of the following reasons do you use technology for?

- a. Contacting colleagues about work
- b. Sending/receiving files or emails about work
- c. Preparing lesson plans
- d. Designing educational materials to facilitate learning for your students

7. Do you think that the ministry of education is placing enough emphasis on the importance of ICTs in teaching?

- a. Yes
- b. No

Please explain.....

8. How many workshops/seminars as part of your professional development, have been dedicated to ICT training? Please, provide a precise answer.

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9. Some secondary school teachers are reluctant to technology integration in teaching. Which of the following factor(s) is/ are responsible of this reluctance?

- a. They don't have the appropriate ICT skills
- b. Because of the fear of change.
- c. Because of time constraints
- d. Most teachers cannot keep up with the technological advancements taking place.
- e. Integrating technology in teaching requires a lot of efforts.
- f. The unavailability of ICT tools in the institutions they work in
- g. The poor knowledge of students about the use of technology.

10. Do you believe that teachers' reluctance to ICT's integration is partially responsible for the quality of learners' school results?

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11. What measures could be taken to encourage them integrate technology in their classrooms?

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Thank you for your collaboration