

Information communications technology revolution and the implementation of Communicative Language Teaching in Primary Schools in Warren Park Mabelreign District

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Abstract

The need to improve learners' proficiency in Zimbabwe has resulted in primary school teachers using ICT to implement the Communicative Language Teaching Approach in English Language Teaching (CLT). The current Zimbabwean Education policy encourages the use of ICT across the curriculum but teachers are not skilled to use digital tools. The purpose of the study explores teachers' voices on how they have embraced the ICT revolution in the implementation of CLT and it is cross sectional in nature. The study used a qualitative approach which is interpretive in nature. An exploratory case study design with five purposively selected participants was utilised. Data collection was done using semi-structured interviews with open-ended questions and nonparticipant observations. Inductive thematic analysis was used to analyse the collected data. The study found that the digital ICT platform mostly used by the teachers are social media handles namely YouTube and WhatsApp. Teachers also highlighted that they used PowerPoint. The ICT revolution has led to the use of these digital connection platforms and applications to implement CLT to teach English language to primary school learners. The study concluded that if ICT is well utilised in implementing CLT it may improve learners' proficiency in English language. The study recommends that all teachers should be trained on ICT pedagogical skills so that they may use them to teach effectively and creatively when implementing CLT. In addition, the implication of the study is that Ministry of Primary and Secondary Education (MoPSE) needs to avail adequate ICT resources in schools in addition to staff developmental programmes on ICT pedagogical skills to make the implementation of CLT in the teaching of English much easier.

Keywords: *Communicative Language Teaching Approach, digital tools, Information communications technology, proficiency, teaching.*

Background

Information Communication Technology (ICT) has revolutionised the education sector although the teaching and learning activities in some schools remain traditional and may not have embraced it. Education in the 21st Century now requires teachers to use multiple sources for effective teaching and learning (Bhattacharjee & Deb, 2016). For the aforementioned reason the use of ICT is invaluable and it is important for today's teacher to adopt it. Consequently, the purpose of the study was to explore how teachers have embraced the ICT revolution to enhance the Communicative Language Teaching (CLT) at primary schools in Warren Park Mabelreign District in the teaching of English language. As alluded to before, ICT is now viewed as one of the answers to improved education in all modern societies. As well in Zimbabwe, CLT is the recommended teaching approach in the syllabus for all grades at primary school (Ministry of Education, Sport, Arts and Culture, 1986; Nyamayedenga & de Jager, 2022).



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The CLT approach is a child participatory method that allows learners to interact among themselves while the teacher is the facilitator (Ounis & Ounis, 2017; Muliani, 2022). The main aim of the Ministry of Education in Zimbabwe is to ensure that CLT enhances learners' communicative competence in the learning of English (Littlewood, 2013:1). Activities that may be used to implement CLT are role-play, discussions dialogues pair and group work among others (Asl, 2015; Parvin, 2016; Richards, 2006; Ounis & Ounis, 2017). These activities are interactional and they may be facilitated by the use of ICT hence the great emphasis by the new curriculum for teachers to use ICT tools to teach effectively and interactively. ICTs have been evolving swiftly in current years. Since the 1960s the most common technology used as teaching tools were televisions, tape recorders and video (Salehi & Salehi, 2012).

According to the International Institute for Communication Development (2007) four periods of ICT revolution are highlighted. Firstly, ICT was adopted in the 1970s and 1980s for important educational purposes. During the aforementioned era ICT was meant to assist learners develop their cognitive skills (Yermekkyzy, 2022). The second phase saw the coming of multi-purpose computers in the 1980s and early 1990s. This phase assisted learners to improve their reading and writing skills. The third phase that saw the picking of the ICT revolution in education was in the early 1990s with the growth of the World Wide Web. The growth of internet introduced e-learning in primary schools which mixed computer-based and web-based learning tools. Thus, teachers who had access took advantage of ICT tools to implement CLT as these assisted teachers and learners to interact effectively.

We are now in the fourth phase of the ICT revolution that sees the use of electrical gadgets that may have internet connections being used to handle and communicate information for learning purposes (Twinning, 2014; Priyadarshni, 2018; Rachamalla 2021). These gadgets may include laptops, smart phones, tablets, desktop computers or software such as Microsoft Word, PowerPoint, (Wang and Woo, 2007; Muslem, Yusuf & Juliana, 2018). The significance of the ICT tools as a global development programme was emphasised by the United Nations, through its millennium development goals in 2000. In this program, goal number eight underscored the importance of availing and making accessible new technological innovations to the whole world (World Summit on Information Society, 2003). The Zimbabwean Ministry of Primary and Secondary Education is required to ensure information is distributed and produced for teaching and learning purposes. The distribution and production of information will ensure that teachers and learners are part of the revolution as they will fit in today's modern demand of technology.

Despite the recommendation by the new curriculum to use ICTs in the implementation of CLT, in English language teaching remains traditional. Before Covid-19 hit Zimbabwe the majority of primary schools failed to embrace the ICT revolution. Categorically, the coming of the pandemic forced most institutions of learning in Zimbabwe to utilise ICT to avoid losing the academic year. Head teachers of schools had to choose ICT platforms that were affordable and convenient to their teachers, learners and parents. One such platform was the, YouTube social media platform, WhatsApp social media platform, customised Teams platforms like Moodle, Google Teams and many others. Now that the Covid-19 pandemic is over most schools could have come to realise that ICT may provide effective, efficient and innovative ways of implementing CLT in the learning of English language to learners even when they are in school. The study seeks to understand how the primary school teachers have embraced the ICT revolution to implement CLT in language learning.

Research questions

The overarching research question is: How do primary school teachers embrace ICT revolution in implementing CLT?

The main research question is supported by the following sub-research questions:

1. What is the role of ICT while implementing CLT in Zimbabwean primary schools

2. What challenges are encountered by primary school teachers in embracing the ICT revolution when implementing CLT?

Literature review

The role of ICT revolution in learning English

Technology has created opportunities and challenges to the teachers and learners of English language in the education sector. A current rise in the use of information and communication technology (ICT) has a great role in influencing how English language and other subjects are taught and learned (Warschauer & Ware, 2008; White, 2003). In actual fact, the role played by ICT revolution has given learners unparalleled benefits that allow them to include themselves and use English language in environments they are familiar with (Kramsch & Thorne, 2002). For example, students may interact on Skype (Dalton-Puffer, 2011) or Zoom, Google Meet, Teams. They may choose to interact on social network sites such as Facebook or Twitter, Instagram and WhatsApp for writing practice (Bai, Zhu & Cheng, 2012). The teachers may choose to use YouTube or any other platforms that need internet connection. Utilisation of ICT social media platforms, digital communication platforms or YouTube plays a role in the implementation of CLT. Using ICTs in that learners' attention is captured and they are able to express themselves as they seek for information (Mubarak, 2016; Shava Chinyamurindi, 2017). ICT may be viewed as an enabling tool which provides teachers and learners with access to opportunities and choices for grammar exercises and activities (Rachamallia, 2021). Moreover, ICT can boost the learners' language skills by inspiring them to read and write (Muslem & Abbas, 2017; Adonis, 2006). The role played by ICT also resonates well with the implementation of CLT and Vygotsky's socio-cultural theory because of its ability to make learners interact as well as scaffolding them to improve their reading literacy skills (Saputri, Fajri, & Qonaatun, 2020). The role of ICT in implementing CLT assists learners to browse the internet, to get content, copy it and find additional learning material. Learning may become autonomous and it may assist learners to be independent and motivated critical thinkers which is an expectation of CLT. Interaction and collaboration which are tenets of CLT may be achieved using ICT (Saputri, Fajri, & Qonaatun, 2020).

Hennessy (2005) also found that another role of ICT is to act as a catalyst in stimulating teachers and pupils to work in new ways. ICT provides the communicative language tenets that are needed in lessons. These are teacher-learner and learner to learner discussions, exploration, analysis and reflections, probing, assistance and feedback. Hennessy noted that as learners become more autonomous, teachers feel that they should encourage and support them in acting and thinking independently. Warschauer (2000) described two distinct perspectives about how to integrate technology into the classroom. First, in the cognitive approach learners get the opportunity to maximize their exposure to language in a meaningful context and construct their own individual knowledge. Examples of these types of technologies include text-reconstruction software and multimedia simulation software. Multimedia simulation software allows learners to enter into computerized micro worlds with exposure to language and culture in a meaningful audio-visual context. The best of these programs allows learners to get a good deal of control and interactivity so they can better manipulate their linguistic input. Secondly, the social approach emphasizes the social aspect of language acquisition where learning a language is viewed as a process of socialization. From this perspective, learners need to be given opportunities for authentic social interactions to practice real life skills. This can be achieved through student collaboration on authentic tasks and projects. A study carried out in Bangladesh by Charpentier Jiménez (2014) found that the role of ICTs plays an important role in language learning to develop the four macro skills in English language which are listening, writing, reading and speaking. Research done by Rodrigues (2002) found that one of the roles played by ICT is to facilitate good learning where learners are interactively involved in a learning activity. Many studies have been done in Zimbabwe and elsewhere on the role of ICT in teaching English language. Although studies have been done in Zimbabwe there is a dearth of information on how teachers have embraced the ICT revolution in the implementation of CLT at primary school.

Challenges of ICT

The assimilation of ICT in the implementation of CLT has always had challenges for primary school teachers. It may seem the ICT revolution has come to fruition although there are obstacles encountered by teachers, learners and the Ministry of Primary and Secondary Education in Zimbabwe. Habibu, Abdulla and Chekun (2012) gives one these obstacles as material conditions. Material conditions may include availability of resources like computers, software and network connectivity (Pelgrum, 2001). Even though some schools are willing to implement CLT using ICT tools, they may not be successful. Granger (2012) found that connectivity and contact to apparatus may not guarantee successful or productive use of ICTs. Likewise, Al Alwani (2005) also found lack of network connectivity during school time and lack of hardware, were hindering technology assimilation in Saudi schools. Failure to use the ICT tools in the implementation of CLT may be caused by the teachers experience and age (Yermekkyzy, 2022; Bingimlas, 2009). Some teachers may lack sureness, practical comprehension and technology-supported educational information (Brush 2008). Moreover, these teachers who may not have the computer skills are not prepared to display their incompetence to the learners. Another obstacle is that of surplus content because of unlimited access. Consequently, if both teachers and learners fail to process information, it may be chaotic in the classroom. (Yunus, Lubis, Lin & Wekke, 2009). It is imperative that teachers have the aptitude to access, process and utilise the content they get online. Studies have been done elsewhere to find the obstacles of using ICT in learning. According to Smerdon, Cronen, Lanahan, Anderson, Iannotti and Angeles (2000) barriers to the use of ICT by teachers was because of inadequate time and resources in form of computers. The study found that teachers cited the use of old unreliable computers. In the United Kingdom a study carried out by Pelgrum (2001) found that there were inadequate resources to use ICTs. A study carried out in Iran found that teachers did not have enough time to teach using ICTs. In Zimbabwe a study carried out by Nyamayaro (2016) found that poor electricity supply and lack of computer literacy were barriers to the ICT revolution in rural education. While in exploring how primary school teachers embrace the ICT revolution it was necessary for the researcher to look at the barriers of ICT in teaching. There is little or no literature in Zimbabwe that looks at the ICT revolution and the implementation of CLT in primary schools. This study therefore seeks to understand how the teachers embrace the ICT revolution by exploring their understanding of its roles and its barriers.

Methods

This research is cross-sectional and it uses a qualitative, descriptive case study. The researcher used the qualitative research approach to understand the attitudes, opinions and behaviour of the teachers in ICT revolution and the implementation of CLT as well as to comprehend the phenomenon under study in its normal setting (Creswell & Poth, 2017). The qualitative study is cross-sectional as it involved collecting data from a population at a single point in time. The selected teachers as participants gave their responses from their historical, reflective and personal experience with the ICT revolution and the implementation of CLT. The information that the researcher required to understand the way teachers have embraced the ICT revolution was problem rooted in their perceptions and interpretations, hence, the need for the researcher to interact with the participants to get an in-depth understanding of ICT revolution and the implementation of CLT (Cohen, Manion & Morrison, 2011; Silverman, 2016). The research design used in this study is a single case study. The single case study assisted the researcher to choose gather, analyse and present data from the participants in a specific way (Yin, 2016). The research process comprised of choosing participants and research sites, collecting and processing data as well as analysing it.

In a quest to explore how teachers have embraced the ICT revolution to implement CLT the researcher used purposive sampling to choose five participants. The selection was influenced by the following criteria: The selected participants had rich data and were typical holders of required data that answered research questions (Maree, 2007; Holliday, 2010; Lodico, Spaulding & Voegtle, 2010). Chosen schools are in the middle density suburb and the assumption was that most parents earn a middle income. The other condition was that there was network connection in the schools and teachers were aware that the new curriculum expected them to use technology in teaching and learning of English. The selected five

participants were Grade 7 teachers who have taught for not less than five years and have a Diploma in primary school education. Data collection was done using semi-structured interviews with open-ended questions and nonparticipant observations. These research instruments allowed the participants to give thick descriptions of the phenomenon under the study. For data analysis the researcher used inductive thematic analysis. According to Braun and Clarke (2006), inductive thematic analysis is used when researchers have no prearranged theory for data analysis, but rather allow the themes to come from the observations made by the researcher and participants' own words during in-depth interviews. The study employed Creswell's (2009) steps for data analysis. Data were organised from the transcripts of the semi-structured interviews. The researcher read the data transcripts to obtain a general idea of the raw data. Next, data was coded to highlight similarities and the coded sections were organised into categories, sub-themes and themes. The data was then interpreted, indicating confirmatory, contradictory, and new findings resulting from being compared with existing literature.

For ethical consideration the researcher selected teachers who were willing to participate voluntarily. Consent forms were completed by the participants (Behrman & Field 2004). Although learners were not the primary participants. The researcher had to seek their assent as they would inadvertently be included in the analysis of the digital platform that they participated in. The researcher also explained the purpose of the study to the participants before they signed the informed letters of consent. As well, participants were informed that they were free to withdraw from the study at any time. Anonymity and confidentiality in this study was maintained by using pseudonyms for the participants and their schools. Data were collected through semi-structured interviews and document analysis. Teachers were interviewed in their offices. For document analysis the researcher looked at the discussions made on digital platform for each class that indicated learner's participation and interaction which are tenants of CLT.

Theoretical Framework

This study was hinged on the theoretical insights drawn from Vygotsky's socio-cultural theory (1978). The sociocultural theory upholds the view that the teachers using ICT to implement CLT have multiple constructions drawn from their contexts (Creswell & Poth, 2017). The SCT purports that language learning takes place through knowledge construction during interaction in different settings. Learners build knowledge through mental activity involving the combination of old knowledge and new knowledge to come up with a variety forms of knowledge which they can use to solve related problems. Furthermore, Vygotsky (1978) claims that there is a link between language, understanding, and the learners' environment, hence the need to create concepts relevant to classroom contexts during lessons. SCT assists to explore tools that teachers use when implementing CLT, activities that they use, and the extent to which they provide mediation allowing learners to learn. Abbas, Lei-Mei and Haruil (2013) view that the constructivist perspective may support the use of ICT to implement CLT in a language learning class. Mei and Haruils (2013) view is supported by Lipka and Sarid (2024) who opine that the use of ICT assist learners in constructing new knowledge during the teaching and learning purpose. By embracing Socio-cultural Theory, the researcher also sought to understand how teachers embraced the use ICT to implement CLT within their sociocultural setting where they are actively create of their own competences in the teaching and learning process (Richter, Kunter, Klusmann, Lüdtke & Baumert 2014).

Results and discussions

The main research question required an understanding of how primary school teachers embrace ICT revolution in implementing CLT. The analysed data and findings attempt to answer the main research question using two sub-research questions. In view of the setting and emphasis of the study the researcher used inductive thematic analysis to come up with themes from the participants. The researcher immersed herself in the data during and after interviews. The findings were coded and categorised to themes. The themes generated answered the main research question which sought to understand how teachers embraced the ICT revolution to implement CLT. The main research question was answered by the sub research questions which are the role of ICT and barriers of ICT. Under the role of ICT the study came out with two subthemes which are ICT facilitates interaction of learners and teachers in a CLT class and

ICT helps learners to improve in the four macro skills of language in a CLT classroom barriers of ICT. Under the barriers of ICT the researcher came out with two subthemes which are The two themes will bring out the importance of the ICT revolution. The two themes and their subthemes are briefly discussed in an attempt to provide insights to how the teachers have embraced the ICT revolution in the implementation of CLT.

The role of the ICT revolution in implementing CLT

Findings show that the ICT revolution comes with many benefits in the implementation of CLT.

ICTs as a resource in the implementation of CLT

Another outstanding role played by ICT when implementing CLT is its speed to assist the teacher in delivering a lesson using learning aids. When compared to the traditional method of teaching ICTs makes learning fast and easier. One of the participants gave the following view

Teacher 5: It is unfortunate that I can not fully utilise the ICT but each time I use the PowerPoint I deliver my lesson fast and my learners seem to understand better as compared to chalk and talk which is traditional.

From the finding the researcher can confidently claim that the use of ICTs PowerPoint is effective in that it promotes open learning which is fast. Although the use of PowerPoint presentations is fast and speeds up the presentation of learning aids, teachers may need to cater for the slow learners and take to their speed. This finding is supported by Ghavifekr and Rosdy (2015:176) who states that, the use of PowerPoint is fast and “---can be used to present the topic in a fast innovative and creative way that will lead into discussion and exchanging ideas and thoughts”. At the same time participants also highlighted that the innovative use of ICT assisted them in getting resources for teaching. Participants had this to say:

Teacher 1: Sometimes we do not have enough textbooks for learners to use. When there is a network and there is a free lab I go on YouTube to get a comprehension passage for my learners.

Teacher 3: There is plenty of learning content on the internet. This helps us as we experience a lack of resources ICT has become handy for those who are privy with technology

Findings show that the use of ICT assists in covering the gap when there are no adequate textbooks. Learning and teaching was made easy as teachers would get learning content from the internet which would enable learners to interact and discuss on. This finding is supported by Chouthaiwale and Alkamel (2018), Isaacs (2007), Akinbode (2007), Musarurwa (2011) who found that the use of ICT has a potential of changing the traditional method of teaching to contemporary methods which allows learners to interact thus, implementing the communicative language teaching approach which is required by the Ministry of Primary and Secondary Education in Zimbabwe. Besides availing interactive learning content, teachers also highlighted that ICTs assisted them with learning aids that helped learners learn in their natural environments. Chouthaiwale and Alkamel (2018), Akinbode (2007) supports this finding and states that technology has become a learning aid in learners research works.

ICTs making learners independent and collaborative in CLT classroom

Findings also indicated that the ICT revolution assisted teachers to implement CLT as it made learners become independent as they interacted among themselves. Independent learning increases the learner's self-worth and confidence (Akintunde & Danlami, 2015). The ICT revolution saw learners being interested in their studies and taking charge while the teacher facilitated for their learning. One of the participants gave the following sentiments

Teacher 4: My learners get excited and motivated each time I go to teach them in the lab. They become so independent and I am only there to guide them.

From the above view it may seem participants are of the view that ICTs assist learners to become motivated. The learners get excited and they engage themselves in doing their work. Teachers highlighted that their learners got excited because of the new learning aid and the interactive content that they were given. Participants also highlighted that the excitement that learners had made it much easier for them to implement CLT because of the interaction that took place among the learners. The following statements from the teachers supported the aforementioned views

Teacher 1: *I use ICT to teach quiz and usually my learners interact a lot and I am only there to assist when they have problems*

Teacher 3: *On the application I am familiar with, learners share knowledge with their peers using ICTs on given exercises. During lessons learners also ask each other questions and I guide them while they participate fully.*

In view of the participants comments the researcher observed that the use of ICTs makes learners participate fully. This idea is supported by Mubarak (2016) who opines that the use of ICTs makes learners interact to share ideas, solve problems, explore opportunities and understand the content they are learning in a better way. Mubarak (2016) goes on to support the use of ICT to implement CLT as it offers more adaptable language learning practices through constructivism.

ICTs making learners proficient

Findings also indicate one of the roles played by the ICT revolution was that of making learners proficient in English language. Teachers indicated that it was so difficult to implement CLT when learners are not proficient in English because there is need for them to communicate and interact among each other either in pairs or in groups. Teachers had this to say:

Teacher 2: *I take my learners to ICT lab during my reading lessons. I always encourage them to surf and read stories that interest them on the internet*

Teacher 4: *We do not have software but I noticed that my learners can go on YouTube to watch educational Cartoons like 'Everything Rosie'. After the lesson they are able to summarise what the cartoon is about while it sharpens their speaking and listening skills.*

The above finding is supported by Saputri, Fajri and Qonaatun (2020) who states that the use of stories from the internet assists learners to improve their reading and communication skills. Amir, Anggitasari, (2021) sum up the role played by ICT in the implementation of CLT by stating that it can assist the teacher to teach vocabulary development, communication among teachers and learners, use of language in the context of communication in general use of argumentation abilities, nonverbal skills, and group networking skills.

ICT Barriers to ICT revolution to implement CLT

Findings from the collected data show that there are barriers that hinder the ICT revolution to implement CLT. Some of these challenges require the Ministry of Primary and Secondary Education to intervene and make the ICT revolution complete.

Teacher incapacitation to teach ICT

The study found that teachers are incapacitated to teach using ICT. Teachers indicated that they are not yet ready to teach using ICTs. They suggested that the Ministry should employ teachers who are specialised in using ICTs. The teachers had this to say:

Teacher 1: *We were trained with basic computer skills at college. Although it is so difficult for us to teach using ICTs as it needs additional intensive training.*

From the finding's teachers are ill prepared to use ICTs. Scholars contend that the success of teaching using ICTs is a challenge if the teacher has a dearth of knowledge in technology (Dondofema & Shumba,

2018; Ihmeideh, 2009 & Bordbar, 2010). Participants also argued that the little ICT knowledge that they acquired at college affects how they apply it in their classes. They hinted that they needed to have technical knowledge to use some of the computer software packages that assist learners to interact during the lesson. One participant had the following to say:

- Teacher 2: *We also lack creativity when using ICT to implement CLT. Teaching learners in a communicative way needs a lot of creativity on our part as teachers.*

This finding resonates with Henriksen, Fitriah (2018), Mishra and Fisser (2016) who found the ICT revolution may be facilitated by the teachers' creativity who in turn can provide learners with new contexts and tools for creative output. The aforementioned scholars call upon teachers who are creative and have excellent design capabilities to be able to adapt as well as create learning materials that suit the needs of the learners. From the observations made it was clear that teachers lack this capability. Concerning this issue of lack of creativity, the following remark was given

Teacher 1: *In our cluster of schools, we attended a workshop to develop all the teachers in their ICT skills. We look forward to having another one that can equip us with ICT teaching skills because that is what we are lacking.*

Salehi and Salehi (2012) goes on to say another barrier to ICT revolution is because schools do not have spare time to professionally develop their teachers on new technologies and explore technologies such as the internet and social networks. This shows the importance of professional development in the learning and teaching environment. Teachers also highlighted that they only use certain ICT applications that they are familiar with to implement CLT in teaching language. Participants echoed the following sentiments:

Teacher1: *I only use the application I am familiar with like quizzes*

Teacher 2: *When I go to the lab I only use PowerPoint because that is what I am familiar with. I do not know other applications.*

Teacher 3: *My learners know a lot of games that they can use to improve their language for example British Council Games. This game allows me to implement CLT as it helps my learners to interact during play.*

Teacher 4: *It is the Ministry's policy that we use ICT to implement CLT during English language teaching. As a result, I am expected to take my learners to the lab and I make sure I have evidence of using ICT. I created a WhatsApp group where I send my learners homework and I also communicate with their parents / guardians.*

From the findings it is evident that the teacher plays a key role in the ICT revolution. For ICT to be fully assimilated into the education curriculum, teachers should be technically capable, competent and encouraged to develop the use of ICT for teaching and learning of English in a communicative way (Tsai & Chai, 2012).

Inadequate resources and faulty infrastructure

Another challenge that was highlighted by the teachers was that of shortage of resources and faulty infrastructure. The teachers had this to say:

Teacher 3. *We have a shortage of resources in terms of labs and computers. Our school has only three computer labs which should cater for all the learners and I am given only one 30-minutes lesson to use the lab.*

Another teacher also highlighted that there were outdated computers in the labs. They also admitted that their schools have computers that were donated by the government but need upgrading to stay relevant.

Teacher 4: *I can implement CLT and teach my learners communicatively using ICT but the problem is sometimes when I have the turn to use the computer lab there will not be electricity. As a result, I resort to my usual methods of teaching which is the traditional method of teaching.*

From the findings the researcher is of the opinion that inadequate resources and infrastructure in ICTs slows down the ICT revolution. It is becoming difficult for schools to fulfil the governments initiative to embrace ICT learning. This finding is similar to the claims made by Smerdon, Cronen, Lanahan, Anderson, Iannotti and Angeles (2000) that inadequate resources are a barrier to the implementation of CLT using ICTs. One of the participants had this to say about the infrastructure:

Teacher 5: *I always try to overcome the challenge of a shortage of the lab by teaching my learners after hours. I encounter problems with the lab technician who wants to close the lab and go home soon after working hours. Sometimes the lab technician may want to stay but electricity becomes a challenge as the school cannot afford to run a generator for us to get power.*

Findings show that shortage of electricity in the country are also a big hinderance to the ICT revolution. While teachers may be willing to work after hours to use the few available ICT resources sometimes the electricity goes off. The teachers suggested substitutes to complement electric power cuts such as the use generators and solar. The problem was that the alternatives to power are expensive to install and maintain considering the economic situation. Weak internet is also another barrier to the ICT revolution that the teachers indicated. They highlighted that sometimes electricity may be available but the bandwidth that schools can afford gives them a weak connection which is unstable and slow. The WiFi ends up eating their time. The teacher highlighted that they will end up teaching without the use of ICTs so that they are not found wanting with their head teachers as they are required to produce a certain amount of work per day.

Conclusion

The assimilation of ICT for implementing CLT has revolutionised the education system at a global level including the teaching of English language though it has its problems. Major highlights show that the major focus of the ICT revolution was to make the learning and teaching of English easy using the CLT approach. The findings of the study indicate that teachers embraced the ICT revolution in implementing the CLT. From the study it is clear teachers know and understand the role played by ICT in implementing CLT like, offering resources which make teaching contemporary, encourage learners to collaborate, interact, initiate, be creative, self-directed and motivated.

Suffice to say the challenges that teachers have with the ICT to implement CLT can not be under estimated. Findings show that teachers are incapacitated to reap the full benefits of the ICT revolution to implement CLT. Teachers highlighted that they lack pedagogical skills and they end up using the applications that they are familiar with. Lack of creativity made it difficult for them to implement CLT and they ended up going back to use the traditional methods of teaching which are not learner centred. The other barriers were the of lack of resources, outdated computers, faulty infrastructure and erratic power supply in the country.

Limitations

This study was carried out in Zimbabwe in the Harare Metropolitan Province. The population and the sample were schools in the medium density of Harare where p and was on used a case study of five schools in the medium of one district and may not have captured the concerns that that teachers have about embracing the ICT revolution in implementing CLT. However, the findings may be generalised if they used to similar contexts outside the case. Teachers voices from high density suburbs and rural areas may differ from the ones captured in the study.

Implication of the study

Results from the study indicate that ICTs are an invaluable resource that schools should have to implement CLT effectively. The major implication of the study is that the Ministry of Primary and Secondary Education (MoPSE) needs to avail adequate ICT resources in schools in addition to staff developmental programmes on ICT pedagogical skills to make the implementation of CLT in the teaching of English much easier. Research has shown that support by the MoPSE, is an important factor for teachers to implement CLT effectively as they will be given adequate resources

Recommendations

In a brief, the meaningful ICT integration in the education system in Zimbabwe is an important step towards the realisation of millennium development goals set by the UN in 2005. From the findings the study recommends the government to be fully committed to give credible support to all schools in the country. This can be done by expanding ICT facilities by providing the necessary hardware like computers, adequate network, software and connectivity such as WiFi in all schools.

Furthermore, the government needs to capacitate schools with technicians who will work under civil service to diagnose technical problems instead of schools hiring technicians to assist with the repair of computers and network.

The staff development programmes should train teachers to have pedagogical skills that will help to teach using ICTs. Once the teachers have adequate skills, they will be able to use different applications and foster their creativity.

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