Chapter 1

Introduction
Use the language around you. If you are in an English speaking country then this is easy. If not then use the Internet.

https://www.ielts4u.net/pdf/ntips.pdf

1.1. Background Information

After many endeavours to revolutionize the profession of English Language Teaching (ELT) by moving away from the traditional teaching methods like Grammar Translation Method (GTM) and moving towards Communicative Language Teaching (CLT) in India, attempting to establish a humanistic method which attends to students’ motivation and self-paced learning abilities, the field has arrived at a point where even “CLT cannot respond to the needs of learners,” says Gupta (2004). In other words, Gupta in her study in 1994 found that students of English are not interested in CLT during their English classes due to issues such as “motivation” and “cultural orientation”. But, in 2004, in her descriptive study, she found that they had been changed 80% toward CLT due to their attitude and orientation. Additionally, English teachers had significantly been changed in their attitude and orientation toward CLT classes as well. It can be concluded that this change is a result of issues like introduction of new trends in ELT, teachers’ level of education getting higher, teachers’ use of aids and technologies in ELT, etc.

English Language Teaching (ELT) is an area that has changed over the years, moving from a very teacher-centered approaches to learner-centered ones (Richards, 1985). This indicates that the teacher should create a situation in the class where the teacher is like a facilitator, not a director. The teacher should act as a resource person in order to meet the expectations of individual learner styles using a variety of methods which suit different personality types, socio-economic backgrounds, proficiency levels, etc. Kaushik & Bajwa (2009) mention that teachers need to make learners link classroom instruction with their home environment. Somewhere else Sindkhedkar (2012) states that the objective of teaching English in India should not be ‘producing bookworms’ or ‘linguistic robots’. Sarwal (2011) states that in India, the greatest challenge in the field of English teaching remains the teaching of language skills. He adds that after studying English for 12-15 years, the students fail to correctly express themselves in both writing and speech. He identified several major problems facing English classes: large classes, an examination system that promotes product-oriented learning, lack of learner-centered teaching, non-use of multimedia in English
classes, etc. This deprived them of the opportunity to assimilate their learning through application in non-academic settings. For better results, it is mandatory for the student to find a relationship between what is being taught and learnt in school with what exists around them; i.e. in life outside the school. As Kaushik (2011) mentioned Indian students after 10-12 years of learning English in schools they seek admission in colleges for higher education.

To begin with, what is important is to motivate the students by creating awareness among them regarding the importance of English and then gradually helping the students to achieve their goals. The basic objective should thus be to make the students independent. It has rightly been said, if you give an individual a fish you feed him for a day, but, if you teach him to fish you feed him for life. It is up to the teacher to make the student realize that by gaining competence in English he will hold the master-key to success in the contemporary world. In other words, learning a second language is not looked at as an urgent requirement unless the learners have strong motivating factors (Tilfarioglu & Öztürk, 2007). In close relationship with this aspect of learner psychology is the development of revolutionary ideas in the English language teaching profession as it moves from traditional methods towards more humanistic methods like CLT and integrative approach to language teaching and blended teaching; in an attempt to illustrate the movement of English teaching, Warschauer (1996) made a table in which the movement is shown very well as it starts from behaviorist Computer Assisted Language Learning (CALL) and moves towards integrative CALL. As is shown in the behaviorist CALL, the mainframe computers were used for drill making, repetition, etc and this can be named as instructional technologies. In the next era of communicative CALL, they were used to create some offline software and programmes to present the material for the learners communicatively which can be called information technologies. And the last column in the Table belongs to integrative CALL in which the online programmes and software are at the service of learners for interaction so that all skills are integrated which is related to Information and Communication Technologies (ICT). Drills, practices, repetitions and feedback are all among the benefits for mainframe computers whereas tasks and inferential practices are for micro computers; and, finally, social contexts and real materials which are available on the net and computers. In other words, we can frame the movement as following:

Computers ≜ Main Frame Computers ≜ Microcomputers ≜

Computers and Internet
Another framework can be illustrated as the following:

### Instructional Technologies and Aids $\rightarrow$ Information Technologies $\rightarrow$

And Finally $\rightarrow$ ICT or Information and Communication Technologies

ELT as an area has evolved a great deal over the years, moving from teacher-centered approaches to learner-centered ones (Richards, 1985). ELT projects have been introduced throughout different parts of the world (Markee, 1997). Innovations have brought about changes in materials such as the supplementary materials, the self-study materials, the authentic materials, etc and technology devices such as language laboratories, tape recorders, video recorders, computers, etc. More recently, the use of technology as a tool to develop the different language skills has received great attention (Melor, 2007) so that ELT teachers are frequently exposed to new practices. Apart from curricular changes that come officially-

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<td><strong>Principal Role</strong></td>
<td>To provide unlimited drill, practice, tutorial explanation, and corrective feedback.</td>
<td>To provide language input and analytical and inferential tasks.</td>
<td>To provide alternative contexts for social interaction to facilitate access to existing discourse communities and the creation of new ones</td>
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Table 1.1: Movement of Technology in ELT, Warschauer (1996)
usually from the Ministry of Education in various countries- workshops and short training programmes introduce new techniques and activities and promote new materials.

Reform or change can be either ‘top-down’ or ‘bottom-up’ in terms of its origin. (Bailey et al, 2001). Top-down changes are initiated by those at the top of the organizational chart, e.g. reform designers or administrators and bottom-up changes are those changes, initiated at the ‘grassroots’ level, for e.g. by teachers or students. Positive effects of ‘top-down’ strategies include their efficiency and superb overview of higher levels (Wikipedia, 2011). On the negative side, if reforms are perceived to be imposed from the top, for instance, the Ministry of Education, the step can be difficult at the lower levels for instance, for the local schools and the teachers for acceptance and adoption. A bottom-up strategy allows for more experimentation and a better feeling for what is needed at the bottom (by teachers or students). Bottom-up changes may occur at the level of awareness, attitude, skills or knowledge.

Accordingly, ELT teachers are accustomed to frequent subject innovations, but are not necessarily more resourceful or open to new ideas. The use of technology devices, such as televisions, tape recorders and video recorders have been incorporated as a tool for language teaching since the 1960s. There was evidence of many problems in terms of technical skills at the beginning and it took about a generation for the technical skills and the technical problems to be ignored. However, teachers get confronted by some barriers that prevent them to employ ICT in the classroom or develop supporting materials through ICT. Therefore, this study aims to explore the English teachers’ perceptions of the factors affecting the adoption of ICT in the classroom.

The theoretical framework of the present study to some extent is based on the Technology Acceptance Model (TAM). TAM (see Figure 1) was specifically designed to explain individual technology acceptance and use across a wide range of organizational contexts, computer technologies, and user populations (Davis, 1989). TAM postulates that two particular beliefs, perceived usefulness and perceived ease of use, are of primary relevance for computer acceptance behaviors. Also more recently, Legris, Ingham & Collerette (2003) pointed to the fact that though TAM has been a useful model to examine ICT usage, it needs to include other variables as well.
Following the framework proposed by Davis et al., another framework for the adoption of ICTs by English teachers was proposed by Samuel and Zaitun (2007) to depict those factors. Samuel and Zaitun's model is specific to the field of ELT and is very close and useful to our study.

Apart from those mentioned above, the education authorities in India are aware of the development and are active in promoting educational reforms. The government of India has framed certain policies and proposals and as per them the use of ICTs is to be encouraged in elementary and secondary school education. Within these Acts, there are also programmes like Sarva Shiksha Abhiyan (SSA), GyanDarshan, GyanVani, EDUSAT and many others which sponsor the inclusion of ICTs in schools by teachers. In fact, since the 1950s, Indian policy documents have identified the need to use different forms of media to promote
learning. At the beginning it was Radio broadcasting, gradually progressing towards more technologically developed ICTs like broadband and computers. Meanwhile, the government of India has initiated various ICT-based programmes for promoting primary and secondary education (Vyasulu, 2010).

Along with all the statements mentioned earlier, the Government of India through the Ministry of Human Resource Development and other related departments created a scheme for the establishment of ICT in schools in December, 2004 to provide opportunities to secondary stage students to mainly build their capacity in ICT skills and learn through CALL. The Scheme is a major catalyst to bridge the digital divide amongst students of various socio-economic and geographical territories and to transcend such barriers. The Scheme provides support to States and Union Territories (UTs) to establish Computer Labs on sustainable basis. The scheme has essentially four components:

I. The first one is the partnership with State Government and Administrations of UTs for providing computer aided education to Secondary and Higher Secondary Government and Government aided schools.

II. The second is the establishment of smart schools, which will be technology demonstrators.

III. The third component is teacher related interventions, such as provision for engagement of an exclusive teacher, capacity enhancement of all teachers in ICT and a scheme to establish a national ICT award to serve as a source of motivation.

IV. The fourth one relates to the development of e-content, mainly through Central Institute of Education Technologies (CIET), six State Institutes of Education and Technologies (SIETs) and 5 Regional Institutes of Education (RIEs) and also through outsourcing.

So, a teacher not trained in technology will feel inadequate in terms of practical teaching. This means the role of an English teacher in the government school has significantly changed in the digital era.

As a teacher of English for several years the researcher has observed teachers resisting technologies as well as teachers accepting technologies. For listening lessons, conversation practice, formal speaking sessions and other laboratory related lessons, some of the teachers welcomed technologies while others avoided them. It is realized at times that despite being aware of the fact that by using technologies they can easily visit websites, download
authentic material and use it in the class, some of the teachers resist them while some adopt them as an aid during their teaching. Therefore, discussing ICTs with the practicing teachers in the field is very important. Despite the developments in educational technologies, coming across a standardized English classroom equipped with new technologies is a distant dream. Over the years, some distinction is being established between teachers already comfortable with ICTs and those still cultivating interest in them. Prensky (2001) identifies the difference between a digital-native and a digital-immigrant in the words that for the former technologies are completely natural and easy, but for the latter they are very strange and sometimes intolerable. As an example a digital native teacher can easily bookmark a favorite site and even have a kind of backup for the future follow up in a personal computer; but, an immigrant digital has to print out the pages he is interested in. In the field of ELT it is not enough to have an ICT-integrated classroom with facilities and equipment to ensure that the teachers will be prepared to use them. There are some key factors which English teachers need to accept related to the use of technology, namely the ICTs in their classrooms.

Ability, knowledge and attitudes are among those important factors which are emphasized and discussed for the adoption of ICT. As Baylor and Ritchie (2002) state: “regardless of the amount of technology and its sophistication, technology will not be used unless faculty members have the skills, knowledge and attitudes necessary to infuse it into the curriculum” (p.398). Teachers should become effective agents to be able to utilize ICT tools in the classroom, which is possible via positive teacher attitude thereby adopters feel more comfortable with using them and usually integrate them into their teaching (Bullock, 2004, Kersaint et al. 2003). Positive attitudes often stimulate teachers with less technology knowledge to learn the required skills for employing ICT-based tasks in the classroom setting. Otherwise, a lack of technology knowledge and skills may give rise to anxiety and lack of confidence; consequently, teachers may feel uncomfortable with technology (Finley and Hartman 2004, Groves and Zemel 2000). In brief, for teachers to take initiative in curricular change and to effectively apply technology for meaningful instruction, teachers’ attitudes are one of the most significant internal factors described by researchers (Ertmer 1999, Fabry and Higgs 1997).

1.2. Statement of the Problem

English enjoys the status of being a second language and not a foreign language in India. It is taught as a subject in all Central Board of School Education (CBSE) secondary schools...
in northern India; yet students lack the ability to communicate confidently and fluently in it. There are several reasons underlying the problem that despite the advances made in ELT, problems of proficiency in English exist in the schools mentioned above. One of the factors affecting the English language learning process is lack of exposure or limited exposure to it in the region. Many people in north India do not enjoy certain privileges that some people from the southern part of India do; i.e. exposure to English. The corporate sector which has become a great employer expects prospective job seekers to be proficient in English; people must learn English to keep themselves connected to multinational and foreign companies. One of the best options of providing exposure to near native or native variety of English to learners in the north would be the use of ICT tools. It is believed that the region is likely to develop many new technologies. The importance of ICTs in the field of ELT is undeniable and is confirmed in many researches and reports of applied linguists and ELT specialists (Woodward, 2010).

Sindkhedkar (2012) believes that the present system of education in English trains learners only in mastering the literary content of the syllabus. No efforts have been taken to improve their Listening, Speaking, Reading and Writing (LSRW) skills, Study skills and Dictionary skills and to strengthen their critical sensibilities. So there is a need to train students with an alternative syllabus, which will help learners develop their communication skills and sharpen their literary sensibilities as well.

In order to prepare students to participate more effectively in ICT-driven education, greater commitment and willingness is needed from all sections of society—from governments, the private sector, communities, donors, parents, students, and from teachers for them to share and adopt innovative solutions. Schools need to get transformed to create active learning environments open to their communities; telecommunication and power infrastructure policies should focus on schools as starting points for rural transformation; teachers and students must be empowered to be creative agents for change in their schools; and leaders must embrace a vision that will prepare their youth for tomorrow’s challenges.

After some amount of reading in the related issues of ICT-integrated English teaching classroom, asking the English language teachers, talking to the principals and the authorities and visiting some schools in the region (Chandigarh), the researcher realized that the status of the ICT facilities in the region is optimistic. So, I decided to investigate whether the English
teachers are using these ICTs or not and if yes, what are the factors motivating them to adopt the ICTs in English teaching. Almost every secondary/senior secondary school affiliated to Central Board of Secondary Education (CBSE) has a Computer Lab, Multimedia, Internet connection, Overhead Projectors and many other ICT devices yet some of them are far from using them. Goodwyne (1997 p. 54) charts the shift in attitude among English teachers to the new technologies, recording that in the late 1990s, the majority of students, teachers and half of the serving teachers welcomed ICT as a central and integral part of the subject, as opposed to the attitude of resistance demonstrated in the earlier decades. Unlike the emergence of new and innovative technologies in the field of teaching it seems that the teachers have not adopted them yet as much as they are expected to. So, based on these literatures in the light of the importance of ELT in India, specifically in Chandigarh, the researcher decided to conduct a survey study among ELT professionals and teachers to find out their attitude towards the factors which affect the adoption of ICTs in English language teaching. The background in ICT adoption among English language teachers shows that there are some factors which are more important for us to investigate. Additionally, the researcher going through some of the previous works and the situation in which the study is being done found factors like: "‘Perceived usefulness’, ‘in support of the teachers’ and the ‘ability’ to use ICT in ELT classes” which can be looked into for investigations from the English teachers. These three items were identified by reviewing the literature, making a checklist, consulting the experts in ELT and administrations of schools which proved beneficial to prepare the questionnaire. In order to consolidate the basis of the research, the researcher had to find out a connection between education and ELT so that he extracted some items for the questionnaire from the studies done in the field of education.

Before mentioning some factors affecting the adoption of ICTs among English teachers, giving the definition of the term ‘adoption’ is prerequisite here. Rogers (2003) defines ‘adoption’ as the decision of an individual to make use of an innovation as the best course of action available. On the basis of this definition, we can consider the factors influencing adoption of ICTs.

Hence, by defining the term adoption we come across several studies which analyze different factors affecting ICT adoption. Personal characteristics such as educational level, age, gender, educational experience, experience with the computer for educational purposes and attitude towards computers can influence the adoption of a technology (Schiller, 2003). To successfully initiate and implement educational technology in a school’s programme
depends strongly on the teachers’ support and attitudes. It is believed that if teachers perceived technology programmes as neither fulfilling their needs nor their students’ needs, it is likely they will not integrate the technology into their teaching and learning. According to Berner (2003), Na (1993) and Summers (1990) as cited in Bordbar (2010), teachers’ computer competence is a major predictor of integrating ICT in teaching. Evidence suggests that majority of teachers who reported negative or neutral attitude towards the integration of ICT into teaching and learning processes lacked knowledge and skills that would allow them to make “informed decision” about the adoption. If there is no technical support for teachers, they become frustrated resulting in their unwillingness to use ICT (Tong & Trinidad, 2005).

Reviewing all these factors and considering the factors which are important for the field of ELT in the world and namely in this city, the researcher chose the aforementioned factors for the investigation of the study. But, in this case he included the items related to the field of English teaching because the ICTs used for ELT are different from those used in other fields like Math and Science. Moreover, the studies conducted up to now are in other fields of education like math and science which are far from the purpose of this study.

Finally, unlike the previous studies which have relied only on the data qualitatively extracted from the participants and have focused only on frequency counts and descriptions, the present study goes for a deeper analysis of the main causes by doing a thorough study through a hypothesis testing research. Based on the above problem to be investigated by the researcher the main objectives for the entire work were determined.

1.3. Objectives of the Study

- To investigate the factors affecting the adoption of ICTs among English Language teachers in ESL context, based on the responses elicited through a survey.
- To determine the proportion of each factor determining the total attitude of English teachers.
- To find out the differences between the mean total attitudes with reference to some of the background information.
- To suggest some solutions regarding the needs analysis of English Language teachers based on their current ICT use.

1.4. Research Questions

Regarding the above mentioned problems and the main objectives determined by the researcher, the following research questions arise:
1. Is ‘perceived usefulness’ one of the factors affecting ICT adoption among English language teachers?

2. Is ‘supporting the teachers to use ICT’ in English classes a factor affecting ICT adoption among English teachers?

3. Is ‘ability to use ICT’ one of the factors affecting ICT adoption among English language teachers?

4. What are the proportions for each of the factors affecting ICT adoption to determine English teachers attitude towards ICT?

5. Can pre-service and in-service ICT related courses affect the teachers’ attitude towards ICT use in English classes?

6. Is the attitude of male and female English teachers towards the use of ICT in English teaching different?

1.5. **Statement of Hypotheses**

H₀: 1. ‘Perceived usefulness’ is not one of the factors affecting ICT adoption among English language teachers.

H₀: 2. ‘Supporting’ the teachers to use ICT in English classes is not a factor affecting ICT adoption among English teachers.

H₀: 3. ‘Ability’ to use ICT is not one of the factors affecting ICT adoption among English language teachers.

H₀: 4. The proportion of the considered factors affecting ICT adoption to determine English teachers’ attitude towards ICT is not different.

H₀: 5. Pre-service and in-service ICT related courses cannot affect the teachers’ attitude towards ICT use in English classes.

H₀: 6. The attitude of male and female English teachers towards the use of ICT in English teaching is not different.
1.6. Definition of Key Terms

- **ELT**: stands for English Language Teaching profession which is widely pursued in different countries.

- **EFL**: stands for English as a Foreign Language that is used in those countries in which it is not used for communication and has limited use.

- **EAP**: English for Academic Purposes is derived from the category of English for Specific Purposes. In the context of EAP English is taught specifically for education.

- **ESL**: The term is used for learners who live in an English-speaking environment and who need English in order to become integrated in this environment. In this case (India) we can say that people are competing to utilize the opportunities offered by companies within and outside the country.

- **EL**: English Language is an associate official language and second language in India.

- **Technology**: It is the making, usage, and knowledge of tools, machines, techniques, crafts, systems or methods of organization in order to solve a problem or perform a specific function.

- **ICTs**: As cited in Idrees (2010) by the United Nations Development Programme, ICTs are basically information handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the old ICTs of Radio, TV, and telephone, and the new ICTs of computers, satellites and wireless technologies and the Internet.

- **Technology Adoption**: Rangaswamy & Gupta, (2000) describe adoption in reference to technology as the decisions that individuals make each time that they consider taking up an innovation. Similarly, Rogers (2003) defines adoption in relation to technology as the decision of an individual to make use of an innovation as the best course of action available. Rogers (2003) argues that the process of adoption starts with initial hearing about an innovation to final adoption.
CLT:

Standing for ‘Communicative Language Teaching’, it says that human beings learn the Language by using it and that is why task-based language teaching received much attention in the field of Language teaching.

Teachers’ Attitudes and Perceptions:

Attitude is defined as “a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols” (Hogg & Vaughan, 2005, p. 150). In the educational environment, attitudes harbored and expressed by teachers as well as students play an important role in the achievement of educational objectives. Specifically with regard to the use of new innovations in the classroom, traditional teaching methods are being forced to accommodate what are sometimes incommensurate information technologies. The opinions and attitudes of teachers play a prominent role in educational interaction as well as instructional choices and as such are fundamental in examining the outcome of technological integration in the classroom (Albion & Ertmer, 2002). In fact, teachers’ attitudes toward ICT have been found to be among the most critical variables in predicting the successful use of technology during educational activities.

Websites:

There are thousands of very helpful websites serving ELT both internationally and locally on the world web. Among them we can name BBC English learning, CALICO, IATEFL and many others.

Blogs:

They are online personal journals that have existed in the cyberspace community since 1998 and are frequently updated.

Blended Learning:

It refers to mixing of different learning environments. It combines traditional face-to-face classroom methods with more modern computer-mediated activities. According to its proponents, this strategy creates a more integrated approach for both instructors and learners. Formerly, technology-based materials played a supporting
role to face-to-face instruction. In blended learning approach, technology plays a much more important role.

- **Online Learning:**
  It comprises all forms of electronically supported learning and teaching. The information and communication systems, whether networked learning or not, serve as specific media to implement the learning process. The term is still most likely be utilized to reference out-of-classroom and in-classroom educational experiences via technology, even as advances continue in regard to devices and curriculum.

- **CALL (Computer Assisted Language Learning):**
  Computer-assisted language learning, or CALL, is one of the names to describe the way computers are used to complement classroom instruction. CALL is just one aspect of TELL or technology-enhanced language learning. It was started by the invention of frame computers and moved towards the new and modern computers and Internet connection facilities.

- **CMC (Computer Mediated Communication):**
  CMC, also known as on-line communication, is the use of networked computers in order to communicate. It is becoming increasingly popular as means both of tutoring language learners, and of setting up opportunities for learner-learner interaction. It is either synchronous, where people communicate in real time using chat or discussion software; or, asynchronous, where the communication is delayed, such as when people are exchanging emails, or posting on message boards, or reading and responding to weblogs (blogs).

- **Synchronous and Asynchronous CMC:**
  Synchronous communication involves real time communication between teachers and students, most commonly in the form of text chat (Johnson, 2006). Asynchronous communication occurs in delayed time, and does not rely on simultaneous access for educational outcomes. In the present study the researcher is seeking the factors for the adoption of both options of CMC in the region.
M-Learning:

Mobile learning or M-Learning is commonly associated with the use of mobile technology especially the mobile phone (Cavus, Bicen & Akşıl, 2008; Naismith et al., 2004).

1.7. The Purpose and Significance of the Study

Computers and technology are still a source of apprehension and insecurity, even fear, for many teachers everywhere in the world despite the latest advances applicable to language teaching such as specialized websites, blogs, wikis, language teaching methodology, journals, and so on. Although many countries have made institutional efforts to modernize their equipment, spent large amounts in technology, proved the positive effects of integrating computers in language learning (Tsou, Wang & Tzeng, 2006) and so on, many teachers still miss the appropriate interest, strong will to learn and a challenging attitude towards teaching with computers. Most times the reasons are the lack of time for out-of school training in combination with the natural difficulty in incorporating new working schemata within their own classrooms. Also, institutional organizations, district and national educational boards, and even publishers are making important institutional efforts to strengthen the presence and evolution of distance and online education. As a consequence, computers should no longer be a little more than a way to typewrite (as they are sometimes used), send messages and, when lucky, to browse for information on the net (Johnson & Eisenberg, 2006). One major concern that is commonly shown by both teachers and education boards is how to motivate and instruct teachers to integrate computers and ICT into their classes.

The purpose of the present study is to investigate the factors affecting the adoption of ICTs among English Language teachers in their classroom. Because we believe that the installment of ICT facilities and new technology is not enough to promote and update English teaching profession. In reality, there are some non-physical factors among the adopters which are significant and need to be investigated. The researcher after surfing and reading literature in the relevant field concluded that before installing the ICTs in any secondary/senior-secondary institutions, an analysis is needed to ascertain whether the culture, attitudes and perceptions of people working there are in tune with the idea of their inclusion. The result of such findings will be helpful for the authorities, policy makers, curriculum designers, English teachers and English Language Teaching itself in the region.
In other words, second language curriculum designers will also benefit from this research in a way that they can include materials which people perceive to be useful in their teaching profession. Additionally, once the factors affecting the use of ICTs by English teachers have been prioritized, the action will enable the authorities to decide and emphasize on the particular priorities.

1.8. Limitation and Delimitation of the Study

Although the teachers selected for the research were randomly identified among a larger population of teachers in Chandigarh city, the selection of participants followed an ‘area or cluster sampling’. According to Best & Kahn (2003) “the area or cluster sample is a variation of a simple random that is particularly appropriate when the population of interest is infinite, when a list of the members of the population does not exist, or when the geographic distinction of the individuals is widely scattered”. Therefore the finding of this research are not intended to be generalized beyond the population from which the subjects have been selected, because the target schools have not been selected in the true sense of random sampling.

The study is only based on the teachers’ point of view, therefore, to discover more realities about the actual use of and the condition of ICTs at schools and their classes, there is need to search whether these beliefs were translated into classroom practices. The reason to exclude this procedure from the study was the fact that the researcher is a foreign national and a research scholar whose time and finances do not allow him to cover the participants for long time observation schedule.

The other important issue which has been taken care of in the study is the selection of the right place for the subjects. The researcher chose teachers from those schools which were provided with ICT facilities.

1.9. Procedure of the study

The researcher went through the following steps to determine the results of the study:

Firstly, thanks to the experience the researcher had about the concerns in ELT, he made a non-participant observation (Dashtestani, 2012) of those secondary and senior secondary
schools which were the focus of the study in order to eliminate the availability factor from the next part of the study.

Secondly, in order to prepare the second step i.e. the questionnaire, the researcher planned a valid and reliable questionnaire. Using the data elicited from the teachers and the administrative wings, the researcher combined this information with the previously done studies on the factors affecting ICT adoption in ELT and education. Next, the outcome was given to a panel of experts for confirming the validity of the instrument. The questionnaire was given to a small pilot sample in order to remove or modify some weak items to make it reliable.

Thirdly, male and female teachers were chosen randomly to respond to the prepared questionnaire. There was no treatment during the research and by conducting a survey the researcher just finds out the relations and differences between the variables; then, describes the findings according to the reality elicited from the respondents.

Fourthly, the researcher entered the obtained data into SPSS software in order to analyze them and come to a logical end. During the manipulation of the data, some special methods and procedures were used.

Finally, based on information drawn from the respondents and other similar studies done, the researcher suggests some solutions and guidelines to overcome the problem.

1.10. Overview of the Study

Following the APA format, this dissertation consists of five distinct chapters: introduction, review of the related literature, research design and methodology, results and conclusions. What follows is a brief explanation of each of these chapters.

The first chapter (the current chapter) is the introduction in which the background information about Information and Communication Technologies and the factors affecting the ICTs adoption among English teachers is discussed. Then, the leading research objectives are set followed by the related research hypotheses. The key terms which are most frequently referred to throughout this study are defined. In order to uphold the external and internal validity of the study, the limitations and delimitations of the study are pointed out. And finally, the first chapter ends with the outlining of the procedure that is followed for the completion of the dissertation. The tentative subtitles of the chapter are as follows:
The second chapter is the review of the related literature. In this chapter the researcher has discussed the background knowledge as well as the theoretical framework of the research topic. As the topic of the present research is about ICT adoption among English teachers, the researcher has done his best to gather most information and background related to most forms of new technologies used in the field of ELT, their usefulness, benefits or disadvantages which have been discussed. In addition, in this chapter, other researches that have been conducted in the related field have been brought up. The tentative subtitles of the chapter are as follows:

- Definitions
- Policies followed by Indian government
- Types
- Benefits
- Disadvantages
- Barriers
- Acceptance theory
- Other empirical studies

In the third chapter, the researcher tries to show the process of sampling, instrumentation and data collection. As the essence of this study is descriptive and non-experimental and a researcher-made questionnaire has been applied, a careful and comprehensive procedure and steps for validity and reliability of the questionnaire are followed. The tentative subtitles of the chapter are as follows:

- Participants
The fourth chapter reports on the data obtained from administering the research instruments. Regarding the research questions and the related hypotheses, the obtained data were analysed statistically to see whether the null hypotheses are confirmed or rejected. The tentative subtitles of the chapter are as follows:

- Descriptive statistics
- Inferential statistics

The last chapter reviews the research questions and the researcher attempted to reconsider the hypotheses based on the results given in the previous chapter. The obtained data provide a dependable basis for the researcher to fully discuss the issues related to ICT adoption among English teachers and the attitude English teachers have about ICT use during their classes. The tentative subtitles of the chapter are as follows:

- Restatement of the research questions and hypotheses
- Reviewing the research findings and discussion about these findings
- Making inferences from the findings and comparing the findings with related previous studies
- Pedagogical implications
- Recommendations for further studies