ESL TEACHERS' BELIEF SYSTEM AND ITS IMPACT ON TECHNOLOGY-BASED ENGLISH LANGUAGE TEACHING IN PAKISTAN

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DOCTOR OF PHILOSOPHY

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SUPERVISOR'S DECLARATION

I hereby declare that I have checked this thesis and in my opinion, this thesis is adequate in terms of scope and quality for the award of the degree of Doctor of Philosophy.

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STUDENT'S DECLARATION

I hereby declare that the work in this thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at Universiti Malaysia Pahang Al-Sultan Abdullah or any other institutions.

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ABSTRAK

Sistem Kepercayaan Guru [*Teachers' Belief System* (TBS)] dan impaknya terhadap pengajaran bahasa Inggeris berasaskan teknologi adalah sangat penting untuk pengajaran bahasa kedua di Pakistan. Pada dasarnya, pengajaran berasaskan teknologi memainkan peranan yang penting dalam perkembangan bahasa Inggeris sebagai koridor ekonomi dan pendidikan untuk kemajuan negara. Penggunaan teknologi yang terhad dalam pengajaran bahasa Inggeris adalah membimbangkan dan perlu diberi perhatian dan dikendalikan sewajarnya. Kajian ini menunjukkan kepercayaan yang berbeza tentang isu ini sebagai pemboleh ubah bersandar dan pemboleh ubah tak bersandar di bawah sistem kepercayaan yang memberi kesan kepada pengajaran bahasa Inggeris berasaskan teknologi di Pakistan. Tesis ini juga menggambarkan hubungan antara Sistem Kepercayaan Guru dan faktor lain yang berkaitan (Konstruk Bersandar) dalam penggunaaan aplikasi teknologi untuk Pengajaran Bahasa Inggeris sebagai Bahasa Kedua di Pakistan. Selain itu, kajian ini membincangkan kesan silang budaya berhubung Sistem Kepercayaan Guru terhadap penggunaan teknologi oleh guru Bahasa Inggeris sebagai Bahasa Kedua dalam amalan pengajaran mereka. Kajian ini penting kerana hanya sebilangan kecil kajian mengenai topik ini telah didapati dari seluruh negara. Topik kajian juga memberi tumpuan kepada penggunaan teknologi pendidikan di kawasan yang sangat terpencil. Pengetahuan tentang silang budaya berhubung kepercayaan guru memberi penambahan kepada kajian yang sedia ada. Kajian ini menggunakan Teori Tingkah Laku Terancang Terurai [*Decomposed Theory of Planned Behaviour* (DTPB)] iaitu gabungan antara dua teori: Teori Model Penerimaan [Theory of Acceptance Model (TAM)] dan Teori Tingkah Laku Terancang [*Theory of Planned* Behaviour (TPB)]. Data kajian telah dikumpul menggunakan reka bentuk kajian kaedah campuran berdasarkan soal selidik, temu bual separa berstruktur, dan pemerhatian bilik darjah oleh pensyarah dan profesor yang mengajar di Universiti Hazara dan Universiti Teknologi Abbottabad, Khyber Pukhtunkhwa, Pakistan. Data kuantitatif kajian telah dikumpul daripada 152 responden manakala 12 peserta telah mengambil bahagian dalam temu bual separa berstruktur. Selain itu, pemerhatian terhadap dua kelas Sarjana Muda Sains dalam Bahasa Inggeris telah dibuat sebagai sebahagian daripada pengumpulan data kualitatif. Data kuantitatif dan kualitatif kajian telah dianalisis melalui perisian SPSS-22 dan N-Vivo. Kecukupan sampel data kuantitatif telah dipastikan melalui ujian Kaiser-Meyer-Olkin dan Bartlett. Ujian Pro-max dengan Normalisasi Kaiser dan Ujian Analisis Regresi juga telah digunakan dalam kajian untuk mengenalpasti hubungan antara kepercayaan guru dan faktor yang berkaitan. Kepercayaan guru dan faktor-faktor yang relevan seperti sumber yang terhad, pengetahuan dan kemahiran teknologi yang sedikit, tekanan sosial dan kekurangan budaya didapati saling berkait dalam mempengaruhi penggunaan teknologi untuk pengajaran bahasa Inggeris. Persamaan dan perbezaan antara keputusan data kuantitatif dan kualitatif turut dihuraikan dalam dapatan kajian. Di samping itu, dapatan kajian menekankan bahawa pengetahuan teknologi guru bahasa Inggeris yang terhad telah menjadi penghalang penggabungan teknologi dalam pengajaran. Selain itu, kepercayaan dan sikap guru bahasa Inggeris juga mempengaruhi penggunaan teknologi sama ada secara positif atau negatif. Tambahan pula, penggunaan silang budaya juga membantu guru bahasa Inggeris untuk meningkatkan penggabungan teknologi mereka dalam amalan pengajaran mereka berdasarkan dapatan kuantitatif dan kualitatif kajian. Norma subjektif sebagai penghalang kepada penggunaan teknologi turut diketengahkan oleh guru ahasa Inggeris. Walaubagaimanapun, dapatan kajian ini menyokong penubuhan kursus dan sesi yang berbeza untuk membantu guru bahasa Inggeris dalam penggabungan teknologi dalam Pengajaran Bahasa Inggeris sebagai Bahasa kedua di Pakistan. Kedua-dua keputusan kualitatif dan kuantitatif kajian juga menyarankan penyediaan alat teknologi dan kakitangan teknikal oleh pihak berkepentingan untuk memastikan penyepaduan teknologi yang efektif dalam pengajaran dan pembelajaran dapat dilaksanakan oleh guru Bahasa Inggeris sebagai Bahasa Kedua. Kajian mencadangkan kemasukan budaya yang berbeza dalam buku teks untuk Pengajaran Bahasa Inggeris sebagai Bahasa Kedua secara kolaboratif dan berasaskan tugas dalam konteks pengajaran semasa yang boleh membawa kepada persekitaran pembelajaran yang bebas. Kajian juga menyarankan kepada pihak berkuasa institusi supaya teknologi yang sedia ada digunakan secara fleksibel dalam Pengajaran bahasa Inggeris sebagai Bahasa Kedua di Pakistan.

ABSTRACT

Teachers' Belief System (TBS) and its impact on technology-based teaching of English is of great significance for Second Language Teaching in Pakistan. Technology-based teaching basically plays an important role in the development of English as economic and educational corridors for the progress of the country. Limited utilization of technology for English language teaching is an alarming situation which needs to be pointed out and handled properly. The research brings forth different beliefs concerning the issue as dependent and independent variables under belief system which impact technology-based English language teaching in the country. The thesis also reflects on the relationship between Teachers' Belief System and its other relevant factors (Dependent Constructs) in using technological applications for teaching of English as Second Language in Pakistan. Moreover, the present research discusses the effects of cross-culturalism in relation to Teachers' Belief System on the use of technology by English as Second Language teachers in their teaching practices. The study is also very important as there is little research to be found on the topic across the country. The topic also focusses on an area which is highly remote in the utilization of educational technology. Knowledge about cross-culturalism in relation to teachers' beliefs is an addition to the existing research. Nevertheless, the study uses Decomposed Theory of Planned Behaviour (DTPB) which is a combination of other two theories: Theory of Acceptance Model (TAM) and Theory of Planned Behaviour (TPB). A mixed method research design based on survey questionnaire, semi-structured interviews together with classrooms' observations was used to collect data of the study from lecturers and professors teaching in Hazara University (HU) and Abbottabad University of Technology (AUST), Khyber Pukhtunkhwa (KPK), Pakistan. Quantitative data was collected from one hundred and fifty two (152) respondents whereas twelve (12) participants took part in semi structured interviews. Moreover, observations of two classes of Bachelor of Science (BS) in English were made as a part of qualitative data collection. Quantitative and Qualitative data were analyzed through SPSS-22 and N-Vivo software. Sampling adequacy for quantitative tool is ensured through Kaiser- Meyer-Olkin and Bartlett tests. Pro-max with Kaiser Normalization and Regression Analysis tests are also used in the study to find out the relationship between teachers' belief and its relevant factors. Results of the present study point out limited use of technology in English language teaching despite the efforts made by the government of Pakistan. Teachers' belief and its relevant factors such as limited resources, lack of professional development, subjective norms and limited utilization of cross-culturalism in language teaching are found out to be mutually related in influencing the incorporation of technology in English language teaching in Pakistan. Similarities and differences between the results of the quantitative and qualitative data are also revealed as per the findings of the study. The results of the research highlight limited technological knowledge of English as Second Language teachers to be an obstruction in the successful utilization of technology in their teaching. Moreover, beliefs and attitudes of English as Second Language teachers also affect their use of technology as per the findings of the study. In addition, the use of cross-culturalism also helps English as Second Language teachers to enhance their incorporation of technology in their teaching practices according to the quantitative and qualitative results of the study. Subjective norm acts as a barrier to the utilization of technology on the part of language teachers according to the findings of the research. Nevertheless, the results of the research favor the establishment of different courses and sessions in relation to the teachers' professional development for the utilization of technology in English as Second Language teaching in Pakistan. Both the qualitative and the quantitative results of the research also emphasize the provision of technological tools and technical staff by stake holders for its successful integration by English as Second Language teachers concerning technological resources. Furthermore, the research suggests inclusion of different cultures in textbooks for collaborative and task-based acquisition of English as Second Language in the present teaching contexts which may also lead to independent learning environments. Flexible treatments by institutional authorities for the utilization of available technology on the part of the English as Second Language teachers in teaching English in Pakistan are also recommended by the present study.

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