Information Communications Technology (ICT) Revolution and the Implementation of Communicative Language Teaching (CLT) in Primary Schools in Warren Park Mabelreign District

Mildred Shingirirai Nyamayedenga

University of Rwanda

Email: mildrednyamayedenga@gmail.com

Abstract

The need to improve learners' proficiency in Zimbabwe has resulted in primary school teachers using ICT to implement the Communicative Language Teaching (CLT) approach in English Language teaching. 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 is to explore teachers' voices on the ICT revolution in the implementation of CLT. 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 non-participant observations. 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 the Microsoft Word applications, for example 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. Teachers highlighted 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 in 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 the Ministry of Primary and Secondary Education (MoPSE) needs to make adequate ICT resources available in schools as well as carry out staff development 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 and communication technology, proficiency, teaching

Introduction

Information and 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 study was conducted to explore how the ICT revolution has enhanced 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. Also in Zimbabwe, CLT is the recommended teaching approach in the syllabuses for all grades at primary school (Ministry of Education, Sport, Arts and Culture, 1986; Nyamayedenga & de Jager, 2022). 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, as well as 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 on using 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 is witnessing 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, smartphones, tablets, desktop computers or software such as Microsoft Word, PowerPoint (Wang & 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 programme, Goal 8 underscored the importance of making available and 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, English Language teaching remains traditional. Before COVID-19 hit Zimbabwe, the majority of primary schools had failed to embrace the ICT revolution. Categorically, the advent of the pandemic forced most institutions of learning in Zimbabwe to utilise ICT to avoid losing the academic year. School head teachers had to choose ICT platforms that were affordable and convenient for 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 explore 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 the ICT revolution in implementing CLT?

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

i) What is the role of ICT while implementing CLT in Zimbabwean primary schools?

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

Literature Review

The Role of the ICT Revolution in Learning English

Technology has created opportunities and challenges for the teachers and learners of English Language in the education sector. The current rise in the use of ICT has a great role in influencing how English Language and other subjects are taught and learnt (Warschauer& Ware, 2008; White, 2003). In actual fact, the role played by the ICT revolution has given learners unparalleled benefits that allow them to include themselves and use the 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, or 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 an internet connection.

Utilisation of ICT social media platforms, digital communication platforms or YouTube plays a role in the implementation of CLT. Using ICT is important in that learners' attention is captured and they are able to express themselves as they seek 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 in browsing the internet to get content, copy it and find additional learning material. Learning may become autonomous and it may assist learners in becoming 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-learner discussions, exploration, analysis and reflections, probing, assistance and feedback. Hennessy notes that as learners become more autonomous, teachers feel that they should encourage and support them in acting and thinking independently.

Warschauer (2000) identified two distinct approaches to integrating technology into the classroom. The cognitive approach allows learners to maximize their exposure to language in a meaningful context, helping them construct their own knowledge. Technologies in this approach include text-reconstruction software and multimedia simulation software, which allow learners to immerse themselves in computerized micro-worlds, where they are exposed to language and culture in an engaging audio-visual context. The best programs provide learners with significant control and interactivity, enabling them to better manipulate linguistic input. In contrast, the social approach emphasizes the social aspect of language acquisition, viewing it as a process of socialization. From this perspective, learners need opportunities for authentic social interactions to practice real-life skills, which can be achieved through student collaboration on authentic tasks and projects.

Numerous studies have examined the role of ICT in teaching English, both in Zimbabwe and other countries. For example, Rodrigues (2002) found that ICT facilitates effective learning by engaging learners in interactive activities. Another study in Bangladesh by Charpentier Jiménez (2014) highlighted the importance of ICT in developing the four macro skills in English—listening, writing, reading, and speaking. However, in Zimbabwe, there is limited information on the impact of the ICT revolution on the implementation of CLT at the primary school level.

Challenges of ICT

The integration of ICT in implementing Communicative Language Teaching (CLT) has posed significant challenges for primary school teachers. Despite the apparent progress brought about by the ICT revolution, various obstacles persist for teachers, learners, and the Ministry of Primary and Secondary Education in Zimbabwe. Habibu, Abdulla, and Chekun (2012) identify one of these obstacles as material conditions, which include the availability of resources such as computers, software, and network connectivity (Pelgrum, 2001). While some schools are eager to adopt CLT using ICT tools, success is not always guaranteed. Granger (2012) found that simply having connectivity and access to technology does not ensure the effective or productive use of ICT. Similarly, Al-Alwani (2005) reported that issues such as lack of network connectivity during school hours and insufficient hardware were major barriers to technology integration in Saudi schools.

Teacher experience and age also contribute to the challenges of using ICT in CLT implementation (Yermekkyzy, 2022; Bingimlas, 2009). Some teachers may lack confidence, practical knowledge, and technology-supported pedagogical skills (Brush, 2008). Moreover, teachers who are not proficient with computers may hesitate to expose their inadequacies in front of students. Another challenge is the overwhelming amount of content accessible through ICT. Without the ability to effectively process this information, both teachers and students may experience confusion in the classroom (Yunus, Lubis, Lin, & Wekke, 2009). It is crucial that teachers develop the skills to access, process, and utilize online content effectively.

Research conducted in other regions highlights similar obstacles to ICT adoption in education. Smerdon, Cronen, Lanahan, Anderson, Iannotti, and Angeles (2000) identified inadequate time and outdated resources as significant barriers for teachers. In the United Kingdom, Pelgrum (2001) found that insufficient resources hindered ICT use in schools. A study in Iran revealed that teachers struggled to find enough time to teach using ICT. In Zimbabwe, Nyamayaro (2016) found that poor electricity supply and lack of computer literacy were major barriers to the ICT revolution in rural education.

In examining how primary school teachers in Zimbabwe have embraced the ICT revolution, it is essential to consider the barriers to ICT in teaching. There is limited literature in Zimbabwe specifically addressing the intersection of the ICT revolution and CLT implementation in primary schools. This study, therefore, seeks to explore how teachers understand and navigate the roles and challenges of ICT in education.

Methods

This research was a qualitative, descriptive case study. The researcher used the qualitative research approach to understand the attitudes, opinions and behaviour of the teachers regarding the ICT revolution and the implementation of CLT as well as to comprehend the phenomenon under study in its normal setting. The researcher interacted with the participants to get an in-depth understanding of the 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 participants. The selection was influenced by the following criteria: 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 participants were Grade 7 teachers who have taught for not less than five years and have a Diploma in primary school education.

In connection with 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 consent 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. Furthermore, participants were informed that they were free to withdraw from the study at any time. Anonymity and confidentiality in this study were maintained by using pseudonyms for the participants and their schools. Data was 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

The study was hinged on the socio-cultural theory (SCT) by Vygotsky (1978). 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 form 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 in exploring 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) hold the view that the constructivist perspective may support the use of ICT to implement CLT in a language learning class.

Results and Discussion

The main research question required an understanding of how primary school teachers embrace the 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 themes that the researcher used came from the research questions, which are role of ICT and the barriers to ICT. Under the role of ICT, the study came up with two sub-themes, which are ICT facilitates interaction between learners and teachers in a CLT class and ICT helps learners to improve in the four macro-skills of language in a CLT classroom. Under the barriers to ICT, the researcher came up with two sub-themes. The two themes will bring out the importance of the ICT revolution. The two themes and their sub-themes are briefly discussed in an attempt to provide insights into how the teachers have embraced the ICT revolution in the implementation of CLT.

The Role of the ICT Revolution in Implementing CLT

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

ICT as a resource in the implementation of CLT

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

Teacher 5: It is unfortunate that I cannot 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 match 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 pointed out 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

The 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. This finding is supported by Chouthaiwale and Alkamel (2018), Isaacs (2007), Akinbode (2007) and Musarurwa (2011), who found that the use of ICT has the potential of changing the traditional method of teaching to contemporary methods which allows learners to interact, thus aiding the implementation of the communicative language teaching approach which is required by the Ministry of Primary and Secondary Education in Zimbabwe. Besides making interactive learning content available, teachers also pointed out 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.

ICT making learners independent and collaborative in CLT classroom

The findings also indicated that the ICT revolution assisted teachers in implementing 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 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 ICT assist learners in becoming motivated. The learners get excited and they engage themselves in doing their work. Teachers pointed out that their learners got excited because of the new learning aid and the interactive content that they were given. Participants also pointed out 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 ICT 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.

ICT making learners proficient

The findings also indicate that 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 with one another 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 state that the use of stories from the internet assists learners in improving their reading and communication skills. Amir and Anggitasari (2021) sum up the role played by ICT in the implementation of CLT by stating that it can assist the teacher in teaching vocabulary development, communication among teachers and learners, use of language in the context of communication in general, use of argumentation abilities, non-verbal 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 were not yet ready to teach using ICT. They suggested that the ministry should employ teachers who are specialised in using ICT. 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 findings, teachers are ill prepared to use ICT. Scholars contend that the success of teaching using ICT is a challenge if the teacher has a dearth of knowledge about technology (Dondofema & Shumba, 2018; Ihmeideh, 2009 & Bordbar, 2010). Participants also argued that the little ICT knowledge that they acquired at college affected 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 in interacting during a 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 and Fitriah (2018) and Mishra and Fisser (2016), who found that the ICT revolution may be facilitated by the teachers' creativity; and the teachesr, 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 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 made:

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) say another barrier to the ICT revolution is because schools do not have spare time to professionally develop their teachers in connection with 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 pointed out that they only use certain ICT applications that they are familiar with to implement CLT in teaching language. Participants echoed the following sentiments:

Teacher 1: 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 the 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 pointed out that there were outdated computers in the labs. The teachers also admitted that their schools had computers that were donated by the government but needed 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 slow down the ICT revolution. It is becoming difficult for schools to fulfil the government's 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 ICT. 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.

The findings show that shortage of electricity in the country is also a big hindrance 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 of generators and solar power. 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 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 that the challenges that teachers face with ICT to implement CLT cannot be underestimated. Findings show that teachers are incapacitated to reap the full benefits of the ICT revolution to implement CLT. Teachers pointed out that they lacked pedagogical skills and they ended up using the applications that they are familiar with. Lack of creativity made it difficult for them to implement CLT and they ended up reverting to the use of the traditional methods of teaching, which are not learner centred. The other barriers were the lack of resources, outdated computers, faulty infrastructure and erratic power supply in the country.

Recommendations

In 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. Basing on the findings, the study recommends the government to be fully committed to giving 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 Wi-Fi in all schools.

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

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

References

Abbas, P.G. Lai-Mei, L. & Haruil, N.I. 2013. Teachers' use of technology and constructivism. Available at http://www.mecs-press.org [Accessed 12 October 2016].

Akinbode, J. O. (2007). The impacts of information communication technology (ICT) on the teaching and learning of English as a second language in Nigerian secondary schools. *African Research Review*, *1*(3), 139-152.

Akintunde, F. A., & Danlami, Y. (2015). The use of information and communication technology (ICT) in the teaching and learning of English Language in Nigeria. *Journal of Literature, Languages and Linguistics*, *15*, 44-50.

Amir, F., & Anggitasari, A. (2021). Using communicative language teaching in the online class through SoundCloud, Zoom, and Google Classroom applications. *Aplinesia (Journal of Applied Linguistics Indonesia)*, *5*(2), 29-33.

Asl, E.S. 2015. Comparative study of grammar-translation method (GTM) and communicative language teaching (CLT) in language teaching methodology. *Human Journals, 1(3)*,16-25.

Bai, S., Zhu, T., & Cheng, L. (2012). Big-five personality prediction based on user behaviors at social network sites. *arXiv preprint arXiv:1204.4809*.

Behrman, R. E., & Field, M. J. (Eds.). (2004). Ethical conduct of clinical research involving children. *Bulletin of Medical Ethics,* (201), 8-1.

Bhattacharjee, B., & Deb, K. (2016). Role of ICT in 21st century's teacher education. *International Journal of Education and Information Studies*, *6*(1), 1-6.

Bingimlas, K. A. (2009). Barriers to the successful integration of ICT in teaching and learning environments: A review of the literature. *Eurasia Journal of Mathematics, Science and Technology Education*, *5*(3), 235-245.

Charpentier Jiménez, W. (2014). The use of ICTs in the BA in english teaching. *Actualidades investigativas en educación*, *14*(1), 115-137.

Chouthaiwale, S. S., & Alkamel, M. A. A. (2018). The positive effect of ICT on the English language learning and teaching. *Dialoguing Borders: Vital Issues in Humanities, Commerce, IT and Management*, *1*, 1-8.

Cohen, L. Manion, L. & Morrison, K. (2011). *Research methods in education (7th edition)*. London: Routledge Falme

Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to principles? *Annual Review of Applied Linguistics*, *31*, 182-204.

Dondofema, T., & Shumba, M. (2018). Challenges of using ICT in the teaching and learning of English Language: A case of Harare Northern Central District of Harare Metropolitan Province: Zimbabwe. *International Journal of Research in Social Sciences*, *8*(8), 107-114.

Fitriah, F. (2018). The role of technology in teachers' creativity development in English teaching practices. *Teflin Journal*, *29(2*), 177-193.

Ghavifekr, S., & Rosdy, W. A. W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Education and Science*, *1(2),* 175-191.

Habibu, T., Abdullah-Al-Mamun, MD, Chekum, C. (2012). Difficulties faced by teachers in using ICT in teaching-learning at technical and higher educational institutions of Uganda. *International Journal of Engineering Research & Technology, 1(7),* 1-9

Ihmeideh, F. (2009). The role of computer technology in teaching reading and writing: Preschool teachers' beliefs and practices. *Journal of Research in Childhood Education*, *24*(1), 60-79.

Isaacs, S. (2007). ICT in education in Zimbabwe. *Survey of ICT and Education in Africa*. Zimbabwe country report. Retrieved 13 January 2023 from http//:www.infodev.org

Littlewood, W. (2013). Developing a context-sensitive pedagogy for communication-oriented language teaching. *English Teaching, 68(3),* 3-25.

Muslem, A., & Abbas, M. (2017). The effectiveness of immersive multimedia learning with peer support on English speaking and reading aloud. *International Journal of Instruction*, *10(1),* 203-218.

Mubarak, A. A. A. (2016). Learning English as a second language through social media: Saudi Arabian tertiary context. *International Journal of Linguistics*, *8(6),* 112-127.

Musarurwa, C. (2011). Teaching with and learning through ICTs in Zimbabwe's teacher education colleges. *Online submission*.

Muslem, A., Yusuf, Y. Q., & Juliana, R. (2018). Perceptions and barriers to ICT use among English teachers in Indonesia. *Teaching English with Technology*, *18*(1), 3-23.

Muliani, R. S. (2022). Teachers' perception on communicative language teaching at State Islamic Junior High School 4 Padang. *RiELT Journal*, *8(2),* 35-46.

Ounis, A., & Ounis, T. (2017). Tunisian secondary EFL school teachers' perceptions regarding communicative language teaching: An exploratory survey. *International Journal of Humanities and Cultural Studies*, *4(1),* 188-208.

Parvin, S. (2016). The implementation of communicative language teaching (CLT) method for improving speaking skill in Bangladeshi language classroom at secondary and higher secondary level. *Research Journal of English Language and Literature, 4(1),*2395-2636

Pelgrum, W. J. (2001). Obstacles to the integration of ICT in education: Results from a worldwide educational assessment. *Computers & Education*, *37(2),* 163-178.

Priyadarshni, P. (2018). The importance of ICT in English language teaching. IJAR 4(1), 541-544.

Rachamalla, S.A. (2021). Usage of 'ICT' in English language teaching. *Intranational Journal of Innovative Research in Science and Engineering*, *7(11),* 22-25.

Rodrigues, S. (2002). *Opportunistic challenges. Teaching and learning with ICT*. New York: Nova Science Publishers, Inc.

Richards, J.C. 2006. *Communicative language teaching today.* Cambridge: Cambridge University Press.

Saputri, S. W., Fajri, D. R., & Qonaatun, A. (2020). Implementation of ICT in teaching and learning English. In *1st International Multidisciplinary Conference on Education, Technology, and Engineering (IMCETE 2019)* (pp. 204-207). Atlantis Press.

Sari, R. (2014). The use of communicative language teaching (CLT) approach to teach speaking recount text to eight grade students of SMPN 2 Jombang. *RETAIN*, *2(2),*208-217.

Silverman, D. (2016). *Qualitative research*. Thousand Oaks, CA: Sage.

Smerdon, B., Cronen, S., Lanahan, L., Anderson, J., Iannotti, N., & Angeles, J. (2000). Teachers' tools for the 21st century: A report on teachers' use of technology. *Education Statistics Quarterly*, *2(4),* 48-52.

Tsai, C. C., & Chai, C. S. (2012). The "third"-order barrier for technology-integration instruction: Implications for teacher education. *Australasian Journal of Educational Technology*, *28*(6).

Twining, P., & Henry, F. (2014). Enhancing "ICT teaching" in English schools: Vital lessons. *World Journal of Education*, *4*(2), 12-36.

Yermekkyzy, A. (2022). *Using ICT applications in EFL teaching: Challenges and experiences of novice vs. experienced English teachers* (Doctoral dissertation, Suleyman Demirel University).

World Summit on Information Society (2003). www.itu.int/wsis/documents/background.asp?lang=en...im. Retrieved 15 June 2013.

Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: MIT.

Yin, R.K. (2016). *Qualitative research from start to finish (2nd edition)*. London: Guilford.

Yunus, M. M., Lubis, M. A., Lin, C. P., & Wekke, I. S. (2009). Language learning via ICT: Students' experience. In *Proceedings of the 5th WSEAS/IASME International Conference on Educational Technologies (EDUTE'09)* (pp. 136-142).