

## **ETHIOPIAN EFL TEACHERS' PERCEPTIONS AND UTILIZATION OF MEDIATIONAL POTENTIALS OF THE INTERNET IN ELT**

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### **Abstract**

The Internet has immense mediational potential in ELT in terms of providing learners with comprehensible input, a platform for social interaction, and opportunities to produce linguistic output. This study explores EFL teachers' perceptions and utilization of the Internet in ELT at Bahir Dar University (BDU) in Ethiopia; it also identifies the challenges and barriers to effective use of the Internet as a mediational tool. Twenty-one randomly selected instructors at BDU responded to a questionnaire. The results show that teachers have favorable perceptions of the mediational role of the Internet; however, they show fairly limited utilization of the Internet for teaching purposes. Therefore, there appears to be a mismatch between BDU instructors' positive perceptions and current practices. Furthermore, inadequacy of Internet access, students' lack of Internet skills, lack of skills of using the Internet for ELT purpose, extra work-load, time constraints were the major barriers to effective use of the Internet as a mediational tool. Based on these results, it is suggested that teachers' awareness be raised on how to leverage the Internet mediational artifacts in this limited technology context.

**Keywords:** Internet, mediation, perception, utilization

### **1. Introduction**

The tie between technology and English Language Teaching (ELT) has become increasingly more apparent over the past 50 years. For instance, in 1960s language laboratories were introduced. Then, in the mid-1980s, Computer-Assisted Language Teaching (CALL) emerged. However, the most substantial innovation ever was the advent of the Internet, which has revolutionized the computer and communications sphere. As the result of its proliferation, students have been able to be involved in highly engaging activities in their everyday lives. They use the vast web-based knowledge resources to read and write primarily in the Internet Lingua Franca –English. As a result, incorporating the Internet in ELT within the higher

education context has become a pertinent matter. Moreover, it has led to changes in the roles of both teachers and learners. Furthermore, it is paving the way for the rise of new teaching and learning environments and methodologies (Paulsen, 2001; Evans, 2009).

The essential role of the Internet in providing information has come to be recognized by English as Foreign Language (EFL) teachers. Accordingly, many EFL teachers currently attempt to integrate it into their teaching (Sauro, 2009). The cause for this heightened concern lies in the fact that the Internet offers significant opportunities for EFL teachers and learners to quickly and readily access an enormous array of resources and to find authentic materials and information in their field. Furthermore, Ushioda (2011) argues that the Internet can exert a powerful impact on students' motivation, mainly because it arms students with augmented control over their learning, which in turn enhances their intrinsic motivation and interest (Braten & Stromso, 2006). Similarly, teachers can make their instruction more individualized and personalized, resulting in self-empowerment and autonomy in learning (Kartal, 2005).

In spite of the aforementioned benefits, the value of the Internet in ELT in Ethiopian higher education context is relatively underexplored. It appears that its utilization is limited as teachers mainly use it to help them prepare for their instruction only. A related assertion was made by Yang and Huang (2008), who found that teachers used technology mainly to prepare their teaching activities and did not pay much attention to the utilization of it in promoting fundamental instructional activities.

A closely connected psychological construct to teachers' utilization practice is their *perception* which refers to the "recognition and understanding of events, objects, and stimuli through the use of senses" (Richards & Schmidt 2010, p. 427). Perceptions influence actions and actions, in turn, modify perceptions. Hence, perceptions guide desires and shape actions by preparing individuals to act a certain way in a certain context. According to Carver and Scheler (1998), when people are more aware of their perceptions, their performance will likely be consistent with their perceptions. Hence, identifying teachers' perception of the mediational role of the Internet is vital since, after all, a success of utilization of the Internet in teaching and learning depends on teachers' positive perceptions of it. Though the tie between these two is evident, it has received quite little attention in EFL research. In line with this, the study aims to answer the following questions.

- 1) What are EFL teachers' perceptions of the mediational potentials of the Internet?
- 2) Do EFL teachers use the mediational potentials of Internet for teaching purposes?
- 3) Is there a difference in teachers' Internet use as a function of demographic factors (sex, age, teaching experience, computing experience)?

- 4) Do teachers' perceptions match their use of the Internet in ELT?
- 5) How do teachers perceive the possible challenges of the Internet use in ELT?

## 2. Literature review

This study is guided by the synergy of two theories of Second Language Acquisition (SLA): cognitive theory and sociocultural theory. Although these theories have been developed in the context of traditional language teaching and learning in the classroom, they can also help to examine learning and teaching using the Internet. As Levy (1998) clearly states, "both theoretical positions have the potential to inform research and practice in educational computing" (p. 93). The following sections present a brief review of concepts of the theories that lend themselves to the framework of this study.

### 2.1. Cognitive SLA theory

Cognitive SLA theory is mainly concerned with the cognitive processes involved in the learning and use of language. It is supported by so-called computational models of language learning; a model "which treats acquisition as the product of processing input and output" (Ellis 2000, p. 194). In this model *input* is conceptualized as the language the learner is exposed to and *output* is the language s/he produces. A third central concept that SLA practice and research focus on is *interaction*.

One of the most important notions under the paradigm which guides this study is Krashen's (1985) "input hypothesis" and his suggestion of the importance of "comprehensible input." This notion is *input* that is just a little beyond the learner's competence but is nevertheless understood, for the development of a second language. Other SLA researchers, however, have pointed out that Krashen's approach fails to take into account two important aspects of L2 learning: *interaction* and *output*. Consequently, the "interaction hypothesis" has been proposed. For example, according to Long (1983), interaction allows learners to negotiate meaning, that is, to try to make meaning comprehensible. With Swain's work, the attention in SLA broadened further to include *output*. Comprehensible output is seen as relevant because it provides "the opportunity for meaningful use of one's linguistic resources" (Swain 1985, p. 248) and makes it possible to try out different means of expression. Output can trigger noticing, which can lead students to analyze their language and, as a result, to produce modified output. According to Swain, such monitoring contributes to acquisition.

The role computers and Internet facilities can play in this cognitive approach to language acquisition is that they can provide input, allow for interaction and offer the

opportunity for linguistic production (or output). However this approach does not take into account the social nature of language; it gives less attention to the social aspects. To fill this gap, socio-cultural theory has been added to the framework for this study.

## 2.2. Socio-cultural theory (SCT)

Since the late 1990s, there has been a general progression in SLA which Block (2003) terms the “social turn.” Emerging with the renowned Russian psychologists, Vygotsky (1978) and Leontiev (1981), is the socio-cultural theory (SCT), which is interdisciplinary and socially informed. The sociocultural theory emphasizes the fundamental role that social relationships and participation in culturally-organized practices play in learning. It accentuates the role that social interaction plays in learning and the nature of language as a communicative activity rather than as a formal linguistic system. Foreign language learning is viewed, from this approach, as resulting from the sociocultural activities in which the learner participates (Lamy & Hampel, 2007).

## 2.3. Mediation

The central concept of SCT is *mediation*, which etymologically refers to being ‘in the middle’: originating from the Latin *mediare* (English *stand in the middle*). Sociocultural approaches stress the crucial role of social interaction for learning. At the heart of SCT is the belief that all human learning is mediated through, or shaped by, interaction with others, and this shaping does not take place in a vacuum but through *mediational tools*. These include the language that humans use (e.g. English, sign language, musical notation, Morse code); the cultural assumptions that they bring to the event (their belief system); the social institutions within which the event is taking place (e.g. a school, park, market, home); the software or hardware humans have at their disposal (e.g. the Internet—as in the case of the present study—newspaper, abacus); and the time structure that frames their encounter (Lamy & Hampel, 2007).

Furthermore, trying to explain second language learning as a mediated process, Lantolf (2000) examines three domains of mediation:

- (1) Social mediation, which is mediation by others in social interaction, e.g. mediation through more knowledgeable other,
- (2) Self-mediation, which is mediation by the self through private speech and

(3) Artifact mediation by language, but also by portfolios, tasks and technology.

The Internet, as one of information and communication technologies, can thus play a mediational role in ELT.

By blending the cognitive theory and SCT, it is possible to perceive Internet facilities as mediational tools that will facilitate learning by providing students' linguistic input through social interaction and as an outlet for their production. Thus, this study investigates how teachers perceive these functions of the Internet as a mediational tool and whether they use the Internet as a mediational tool for ELT purposes or not.

### 3. Methods

#### 3.1. Participants

The total population from which the sample was selected was 40 EFL teachers at Bahir Dar University (BDU) in the Faculty of Humanities. Employing simple random sampling, 21 participants were selected, and the sample size (52.5%) was thought to be representative of the target population. Detailed information related to demographic characteristics of participating teachers is summarized below in Table 1.

**Table 1:** Demographics of participants

		Number	Percent
Sex	Female	4	19.0
	Male	17	81.0
Age	25-30	4	19.0
	31-34	9	42.9
	35-39	4	19.0
	40 years or more	4	19.0
Teaching Experience	3 years or less	1	4.8
	4-6 years	4	19.0
	7-10	10	47.6
	10-15	2	9.5
Computing Experience	16 years or more	4	19.0
	less than 2 years	2	9.5
	2-4	4	19.0
	5-7	8	38.1
	more than 7 years	7	33.3

#### 3.2. Data collection instrument

A Likert-scale questionnaire consisting of 4 parts was developed based upon aspects drawn from Internet integration literature. It was designed to explore the teachers' perceptions and

utilization of mediational potentials of the Internet. The first part requests participants to offer their personal information on four demographic factors: sex, age, teaching experience and computing experience. The second part consists of 17 statements focused on their perceptions. Seventeen other statements were included in the third part, which asks respondents to rate the frequency of their facilitation and use of the Internet for ELT purposes. These two parts consist of 17 parallel items to be responded to on a five-point scale from strongly agree to strongly disagree. The final part contains a list of conditions which may be considered as challenges so that the informants identify them, on a three-point scale, as a minor challenge, a major challenge and not a challenge.

### **3.3. Data collection procedure**

Before the questionnaire was distributed, it passed two validation phases. First, it was reviewed by colleagues and professors at BDU. Second, considering the feedback received from them, it was revised and tried out by piloting with Mekelle University EFL instructors (N=11), who were in many ways (age, sex, qualification and experience) similar to the target participants of the study. Its reliability was measured and the internal consistency reliability coefficient (Cronbach's alpha) for the first 17 questions that assess teachers' perceptions was found to be 0.87 while the reliability coefficient of the second 17 items that elicit data about the use of Internet was 0.72. Finally, the questionnaire went through last revision and was administered to the informants. Among the 24 respondents to whom the questionnaire was given out, three of them did not return the questionnaire at all. Therefore, the teachers who returned the questionnaire responding to the items appropriately were 21, which accounted for a return rate of 87%.

### **3.4. Data analysis techniques**

Data gathered from the questionnaire were analyzed using SPSS version 20. Descriptive statistics (mean and std.), one sample and independent samples *t*-tests, one-way analysis of variance (ANOVA) and correlations, were used for different purposes. One sample *t*-tests were employed to determine the level of respondents' perception of mediational potentials of the Internet and their actual practices. Pearson product-moment correlation analysis was computed to see whether there is a significant difference between the mean scores of the respondents' response to the perception and the practice items. This enables to check if there is a match between the teacher's perception and their actual practices or not. In addition, ANOVA was used to investigate whether there is a difference in teachers' Internet use as a

function of demographic factors (age, teaching experience, computing experience). Then, Tukey's HSD post-hoc analysis was computed to know which group means are significantly different. To compare male and female teachers' use of the Internet, independent samples t-test was calculated.

## 4. Results

### 4.1. Teachers' perceptions of mediational potentials of Internet in ELT

In light of the first research question, an attempt has been made to investigate the teachers' perceptions of the mediational role of Internet for teaching English. To that effect, the teachers were asked to show their extent of agreement to 17 statements which could elicit the respondents' perceptions. Since all the 17 items aimed to measure one psychological construct, item by item analysis was not found to be necessary. Instead, one sample *t* test was computed. Mean scores of responses for each item are presented in Table 2.

**Table 2: Mean scores of respondents' perceptions of mediational potentials of Internet**

No	Statements	Mean	SD
1	Using Internet facilities like email in ELT enables learners develop their written communication skills.	4.29	.845
2	Internet tools enable students read and reflect critically on what they read.	3.95	.865
3	Teachers can develop students' oral communication skills using different Internet platforms.	3.95	.805
4	Internet can act as a means for students to express their creativity in writing.	4.05	.805
5	Accesses to the Internet enable students pose questions to the community.	4.00	.775
6*	Internet is less helpful for students to interact with an authentic audience.	3.52	.981
7	Internet enables students to share audio and video files that would develop their oral skills.	4.10	.831
8*	Teachers are not recommended to organize online forums as it will distract students' learning.	3.52	1.078
9	Internet is the best means to find English language resources that would otherwise be available.	4.10	.700
10	Using internet facilities, teachers can create collaborative learning opportunities.	3.71	1.007
11	Internet enables students to share linguistic knowledge easily.	3.76	.831
12	Internet empowers students to add value to the information as they use it.	4.29	.561
13	Students can share their experiences about their language learning through Internet tools.	4.00	.775
14	Internet facets help learners to become language content producers not just receivers.	3.19	1.078
15	Internet enables learners practice their language use through supplemental activities.	3.67	.966
16	Teachers should help students assess their own progress using Internet.	3.33	.966
17	Teachers should equip students with skills needed in today's modern technological world along with English language skills through using it in their teaching.	3.71	.784

\*reverse coded

As can be seen in Table 2, the mean scores of the responses to all the items is greater than 3, which indicates that mean scores of the teachers' responses as measured by the five-

point Likert scale is higher than the average. Nonetheless, it doesn't tell whether the mean scores are significantly higher than the expected mean. Therefore, to check for statistical significance, one sample *t*-test was computed and the results are shown in Table 3.

**Table 3:** One sample *t*-test result of respondents' perceptions

	N	Mean	SD	Test Value = 51		
				t	df	Sig. (2-tailed)
perceptions	21	65.14	6.390	10.143	20	.000

Table 3 portrays that there is a significant difference between the perceptions response mean score (65.14) and the expected mean or test value (51),  $t(20) = 10.143$ ,  $P < .001$ .

#### 4.2. Teachers' use of mediational potentials of the Internet in ELT

To identify whether teachers use Internet mediation in ELT or not, the teachers were requested to rate the frequency of their use as described by statements which are reflections of the items in the perceptions scale. Unlike their responses given to the perception scale, the mean scores of responses to most of the items in the practice scale are below 3 (see Table 4).

**Table 4:** Mean scores of EFL teachers' use of Internet for teaching purpose

N	Statements	M	SD
1	I communicate with my students via email.	2.38	1.284
2	I gave students activities to read and reflect on web blogs.	1.86	.910
3	I conduct video conferencing with my students through Skype.	1.52	.928
4	I help students post their written works (essays, poems or any piece of writing) on social networking sites like Facebook and twitter.	1.67	.913
5	Whenever students have questions, I tell them to post the questions on websites like ask.com, yahoo answers etc. so that they could get answers.	1.71	1.146
6*	I don't encourage students to interact with wider audience other than their classmates using Internet facilities since it is just a waste of time.	1.95	.973
7	Students upload their works in audio or video files in social medias like YouTube as part of their course work.	1.71	.956
8*	I do not make students participate in online forums since it distracts their learning.	1.81	.814
9	I gave activities that require use of search engines (Google, yahoo etc.) to find information on the web.	3.00	1.449
10	I instruct students to edit or revise their work using collaborative web-based tools like Google docs.	1.48	.873
11	I make students share their linguistic knowledge by participating in newsgroups.	1.76	.944
12	I advise students to add value to information they get in ELT web pages.	1.86	1.014

13	Participating in online chat rooms, pal talks etc., students share their experience about their language learning.	2.05	1.244
14	I inspire students to create or work on their own blogs, Facebook pages etc.	1.86	1.276
15	I require students attempt web based activities like puzzles, language games etc.	2.00	1.095
16	My students take online tests or assessments for fulfillment of the courses.	1.52	.814
17	In addition to language skills, access and browsing skills practice are included in my lessons.	2.24	1.513

\*reverse coded

Table 4 shows that it is possible to predict that the aggregate mean scores are below the mid-point (3). To check whether the result is statistically significant, one sample *t*-test was computed. Following is Table 5 which shows the result.

**Table 5:** One sample *t*-test of the teachers' Internet use

	N	Mean	SD	Test Value = 51		
				t	df	Sig. (2-tailed)
Use	21	32.38	10.303	-8.282	20	.000

Table 5 displays that the one sample *t*-test ( $t=-8.282$ ,  $df=20$ ,  $p<.001$ ) proved that the observed mean score (32.38) is significantly lower than the expected mean (51).

In addition, independent samples *t*-test and ANOVA were computed to see if there were differences in the use of the Internet in ELT by EFL teachers as a function of some demographic factors: sex, age, teaching experience and computing experience. No statistically significant mean score differences were verified in teachers' Internet use according to sex, age and teaching experience. Independent samples *t*-test was run to check for differences between male and female teachers. Although the mean score of female teachers' responses (33.75) is slightly higher than the mean score of male teachers' responses (32.29), the independent samples *t*-test proved no statistically significant difference,  $t(19)=-.078$ ,  $p>.05$ . Similar results were found from the ANOVAs computed in age, teaching experience and computing experience categories. Table 6 presents the results.

**Table 6:** ANOVA of respondents' Internet use differences in demographic factors

		Sum of Squares	df	Mean Square	F	Sig.
Age	Between Groups	197.230	3	65.743	.580	.636
	Within Groups	1925.722	17	113.278		

	Total	2122.952	20			
Teaching Experience	Between Groups	690.602	4	172.651	1.929	.155
	Within Groups	1432.350	16	89.522		
	Total	2122.952	20			
Computing Experience	Between Groups	1047.149	3	349.050	5.516	.008
	Within Groups	1075.804	17	63.283		
	Total	2122.952	20			

Table 6 shows data pertaining to differences of teachers' Internet use in terms of age, teaching experience and computing experience. No significant difference was found in mean scores of respondents in age and teaching experience categories,  $F(3, 17) = 580, p = .636$  and  $F(4, 16) = 1.929, p = .155$  respectively. The only difference is seen with respect to computing experience,  $F(3, 17) = 5.516, p < .01$ . However, the ANOVA indicates only the existence of difference among computing experience categories. Thus, to know which group means are significantly different, it was necessary to carry out a post-hoc analysis of the  $F$  test result. Towards this end, the Tukey post-hoc method was applied and its results are presented in the following table.

**Table 7:** Tukey HSD post hoc comparisons of computing experience categories

(I) Computing Exp.	(J) Computing Exp.	Mean Difference (I-J)	Std. Error	Sig.
less than 2 years	2-4	.500	6.889	1.000
	5-7	-1.875	6.289	.990
	more than 7 years	-15.786	6.378	.100
2-4	less than 2 years	-.500	6.889	1.000
	5-7	-2.375	4.871	.961
	more than 7 years	-16.286*	4.986	.021
5-7	less than 2 years	1.875	6.289	.990
	2-4	2.375	4.871	.961
	more than 7 years	-13.911*	4.117	.017
more than 7 years	less than 2 years	15.786	6.378	.100
	2-4	16.286*	4.986	.021
	5-7	13.911*	4.117	.017

\*the mean difference is significant at 0.05 level.

As Table 7 demonstrates, Tukey honestly significant difference (HSD) post-hoc test proved that the respondents who have more than seven years of computing experience are significantly different from those who have either 2-4 years or 5-7 years of computing experience in their Internet use for language teaching. Therefore, mean score of the responses of teachers with more than seven years to the use scale (42.29) is significantly higher than other categories and causes the inter-group difference.

#### 4.3. The match between teachers' perceptions and use of mediational potential of Internet

Pearson correlation coefficient was calculated to see if there is a relationship between teachers' responses to perceptions and use a scale and to determine the type and magnitude of the relationship. Table 8 below showed the results vividly.

**Table 8:** Correlation between teachers perceptions and use of mediational potential of the Internet in ELT

		perceptions	Use
Perceptions	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	21	
Use	Pearson Correlation	-.380	1
	Sig. (2-tailed)	.089	
	N	21	21

It is indicated in Table 8 that the mean scores of the teachers' perceptions response (65.14) have no significant relationship with mean scores of the teachers Internet use scale response (32.38),  $r = -.380$ ,  $p = .089$ . Though the relationship coefficient is negative, it is not possible to say that there is inverse relationship since it is statistically non-significant and it lies in the range which only shows loose relationship.

#### 4.4. Challenges in the use of Internet for teaching purposes

A list of seven obstacles that could create a challenge to successful use of the mediational potential of the Internet were provided to the respondents to elicit whether they consider them as major, minor or not a challenge. The following table summarizes teachers' responses of the challenges.

**Table 9:** Some challenges in using the Internet for teaching purposes

	N	Mean	SD
1 insufficient Internet access	21	2.24	.944
2 students' lack of Internet skills	21	2.10	.889
3 teacher's lack of skills of using Internet for ELT purpose	21	2.05	.740
4 extra work load	21	2.00	.632
5 time constraint	21	1.86	.793
6 teacher's own lack of interest	21	1.76	.700
7 security or privacy concerns (viruses & loss of personal info)	21	1.38	.498

As can be observed in Table 9, insufficient Internet skill is rated as the first major challenge (2.24) and security or privacy concern is rated as the least minor challenge (1.38) in 3-point Likert scale in which the average value would be 1.5. The informants' mean scores of the ratings of all the challenges listed (except the last one) are higher than the average. In addition to the seven challenges mentioned, the respondents were asked to specify other challenges that they think may have some impact on teachers' use of the Internet for teaching purposes. Three respondents listed two additional challenges: (1) lack of computers and other digital devices and (2) slow Internet speed.

## 5. Discussion

In the present study, it has been found that teachers have favorable perceptions to the mediational potentials of the Internet for language teaching. They have showed agreement to the roles of various Internet facilities. They believe that the Internet can be a source of language input since students can find supplementary resources and can be used as a medium for them to interact with each other to develop their oral and written skills. What is more, they perceived that it can be used as an outlet for students' creative works which in turn develops their language. Considering using the Internet as one of the CALL strategies, these findings are consistent with what Lamy and Hampel (2007) asserted: CALL applications can offer language learners not only comprehensible input, but also a "platform" for interaction where they can work with text or negotiate meaning with peers and a tutor and gain opportunities to produce comprehensible output. In addition to the aforementioned mediational roles of the Internet, the teachers perceived other general pedagogical benefits like acting as a means for students to get information through asking the online community directly, to work collaboratively and to monitor their own progress by taking online tests.

The other major finding from the questionnaire is that the teachers' use of the Internet for teaching purpose is low. Their self-assessment report indicates that their use of communication Internet tools like e mail, chat rooms, Skype and pal talk for developing

students' oral and written communication is limited. Similarly, they have shown that their attempt to make students use search engines for finding resources (notes, puzzles, games etc.) in ELT websites and other repositories is not adequate. The teachers also indicated that they hardly make use of the social media sites (for instance, Facebook, Twitter, YouTube etc.) as platforms for displaying students' creative works which would help them practice their oral and written skills. In addition, there was an extension of the exploration of the teachers' use of the Internet, variability across demographic factors, was assessed. The statistical tests indicated that variation in Internet use is seen only across computing experience. Put simply, it is indicated that the teachers experienced in computing use the Internet relatively more than novices. However, no difference was observed in sex, gender, and teaching experience.

Based on the correlation analysis, it can be stated that the relationship between teachers' perceptions and utilization of the mediational potentials of the Internet in ELT is found to be weak. This finding is in congruence with what Kalat (1990) said in Jimoh (2010) that even though the people's perceptions and performances are connected, it is difficult to say that their behavior always accurately demonstrates their perceptions. This may be because of the fact that the respondents' performances or behaviors are influenced by many other variables than their perceptions. Therefore, further investigation of barriers for teacher Internet use was made.

In identifying the major challenges that hinder teachers from successful use of the Internet for teaching purposes, teachers' ratings showed that the inadequacy of Internet access, students' lack of Internet skills, lack of skills of using the Internet for ELT purposes, extra work load, time constraints and lack of interest on the teachers' part are the major challenges. Furthermore, they have added challenges like sluggish Internet connection speed and lack of computers and digital devices. These findings are consistent with some studies conducted in technology integration including Maholwana-Sotashe (2007) and Mumtaz (2000). One important note to raise here is what Ying and Huang (2008) have noted that although teachers believed that students might benefit from the utilization of technology in instruction, they faced barriers that made integration difficult to implement. Thus, it is likely that the above-mentioned challenges were the main reason among other things for the mismatch between the teacher's perceptions and practice.

## **6. Limitation of the study**

Like most surveys, the present study relies on self-report and on respondents' understanding of the questions and relating them to their own experience. Also, only quantitative method

was employed. As a result, it lacks detailed explanation. In addition, the sample was small for intra-sample inferential analysis. Therefore, results ought to be interpreted cautiously. Despite these limitations, the current study does bring preliminary insights by revealing the mismatch between EFL teachers' perceptions and use of the mediational potentials of Internet for ELT. A future study should, however, involve a larger sample and explore qualitative aspects of the matter.

## 7. Conclusion

This study concludes that small group EFL teachers at BDU have positive views regarding the mediational roles of the Internet in facilitating language teaching. They perceive the learning potential that students may find when using the Internet as a tool for their English language learning process. In a nutshell, they realize the importance of using the Internet for developing the students' learning in general and language skills in particular. In spite of their favorable perceptions, their utilization of this huge potential for ELT purposes is fairly limited to few basic features like using email for communication. Since it has been evident that the Internet has not been exploited well by the teachers yet, it is possible to infer that there is a mismatch between the teachers' perceptions and practices. This might be because of some affective, technical, administrative, pedagogical and infrastructural challenges.

Finally, an important lesson learned was from the lacunae perceived in the current integration practices of Internet with ELT by BDU English language teachers, which informs a need for continuous CALL training to augment their technological pedagogical content knowledge (TPCK). However, this study is only a starting point for new investigations. For further research, suggested areas of study are a study making a comparison between curricula with and without the Internet as supplementary classes in EFL context, and a study of how to enhance EFL classes through the use of mediational potentials of the Internet in ELT. Through further investigation and training of effective use of the Internet as a mediational tool in ELT, teachers and students at BDU may achieve greater gains.

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