



RESEARCH PAPER

**ICT Integration for Teaching English Literature at Tertiary Level:
Teachers' Perspectives**

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ABSTRACT

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The teaching of English literature at tertiary level in the 21st century with traditional lecture method is turning to be boring for millennials. As an alternative to the traditional pedagogical approaches, the use of information and communication technology (ICT) offers a hope for innovative teaching. Keeping in view the support for teaching and learning that the ICT may be offering, this study explored Pakistani university teachers' perspectives about the integration of ICT for teaching English literature. With interview based qualitative case study design, the thematic analysis revealed that the teachers were highly positive about ICT integration for teaching English literature. This indicated teachers' readiness for the integration of ICT for teaching literature to help enhance learner interest in studying English literature. The study implicates that universities in Pakistan should further develop infrastructure for the integration of ICT to help literature teachers to switch to the innovative mode of teaching from traditional one.

Introduction

With the technology developments over the last few decades, information and communication technology (ICT) has provided a 'leading edge' in the field of education as it has provided a platform to the educationists to introduce a way that can replace the traditional methods of teaching with the innovative ones (Marriott, Marriott & Selwyn, 2011). ICT is supporting the teachers to use computers, internet, web links, videos and laptops instead of relying on textbooks and blackboards. Thus, ICT is offering opportunities to promote innovative teaching in otherwise traditional settings (Khurshid, Shah & Reid, 2016). Moreover, ICT has been the source of

developing new skills while helping teachers to transform pedagogical methods. ICT integration has introduced a new trend in the field of education by providing opportunities to the teachers and the students to get access to it anytime and anywhere easily because in today's world everyone owns a laptop, computers and smart phones (Khurshid, Shah & Reid, 2016).

For the last few decades, ICT adoption in education has drawn attention by all over the world (Hu & McGrath, 2011). The reason behind this adoption is to promote technology-enhanced learning and teaching. Computer assisted language learning (CALL) has already been in use because of the potential of introducing innovative teaching and learning in language education. ICT has been given importance in every field especially in education all over the globe. In under developed countries, such as Pakistan and Bangladesh, ICT use is emerging because of the availability of mobile phones, laptops and other gadgets. In the field of education, electronic learning (E-Learning) and mobile learning (M-Learning) are in trending to replace traditional methods of teaching (Begum, 2011). Reliance on ICT is gaining popularity because of the tremendous benefits it carries with innovative approaches in everyday life, thereby the use of ICT has found path in education too. ICT helps teachers to modify the way of teaching English especially literature subjects because teaching literature texts through traditional methods (textbook-based and lecture-based teaching) makes it boring for the students. Thus, ICT may help the teachers of English literature to get access to variety of technological gadgets and websites in order to bring innovation in their classes. Keeping the background in view, this study intended to understand university teachers' perspectives about the use of ICT for teaching English literature subjects.

Literature Review

Research in education posits that ICT has potential to improve the quality of education by bringing pedagogical innovation (Nicol & Coen, 2003). In addition, ICT integration in education has been proposed to be used to tackle the non-availability of the textbooks by providing soft copies of the books (Tondeur, Hermans, Van Braak & Valcke, 2008). The Chinese Ministry of Education, in 2002, proposed an effective proposal for English language teaching based on ICT use and computer-based teaching to allow learner to access education material at home which results in self-learning. The results showed low quality education wherein learning English language was like 'deaf and dumb English' so they proposed a method to rejuvenate the English language class with ICT (Hu & McGrath, 2011). ICT incorporation in education is found helpful for providing a platform to the teachers that promotes an innovative learning environment (Gamlo, 2019). In 1996, European Commission worked on ICT integration in education by emphasizing that students should have a computer, technology-based curriculum, each class should be connected to the other and teachers should be ready to use technology in class (Cuban, Kirkpatrick & Peck, 2001). Moreover, ICT maintains transformational potential to bring change in education by focusing on technology-based curriculum, student-centered class and opportunities for learning (Yang, 2012).

In this regard, many of the developed countries have been working on their education policies to integrate ICT in their education systems such as national education policies in European countries emphasized on ICT integration by facilitating the teachers with technological tools in order to get positive and better results from them (Kirschner & Wopereis, 2003). Moreover, a research conducted by Ammade, Mahmud, Jabu & Tahmir (2018) from ten Asian countries; namely Turkey, Iran, Saudi Arabia, Malaysia, Bangladesh, England, Colombia, USA, Australia and Indonesia; showed that these countries have been using different types of ICTs such as Facebook, websites and WhatsApp for teaching purposes. ICT use has been given much attention in Pakistan too because of its tremendous benefits in education. Accordingly, Higher Education Commission (HEC) Pakistan is providing the facility of HEC-National Digital Library Program in order to meet the need of authentic textbooks and other reading materials (Rafiq & Ameen, 2012). However, research on the use of ICT for teaching English literature to postgraduates is lacking in Pakistani context.

Theoretical Framework

This study is grounded into Technological Pedagogical Content Knowledge (TPACK) and Technological Acceptance Model (TAM) in order to answer the research question and achieve the research objective. TPACK was presented by Koehler and Mishra (2009) which was based on Shulman's (1986) idea known as Pedagogical Content Knowledge (PCK). According to TPACK, technology assimilation with education and pedagogy allows the users an opportunity to bring innovation in education. TPACK revolves around the seven components namely Technology Content, Content Knowledge, Pedagogical Knowledge, Pedagogical Content Knowledge, Technological Content Knowledge, Technological Pedagogical Knowledge, and Technological Pedagogical Content Knowledge (Koehler & Mishra, 2009). Each parameter of the theory supports the amalgamation of technology with education in order to bring a positive change in teaching methods and perspectives of the teachers.

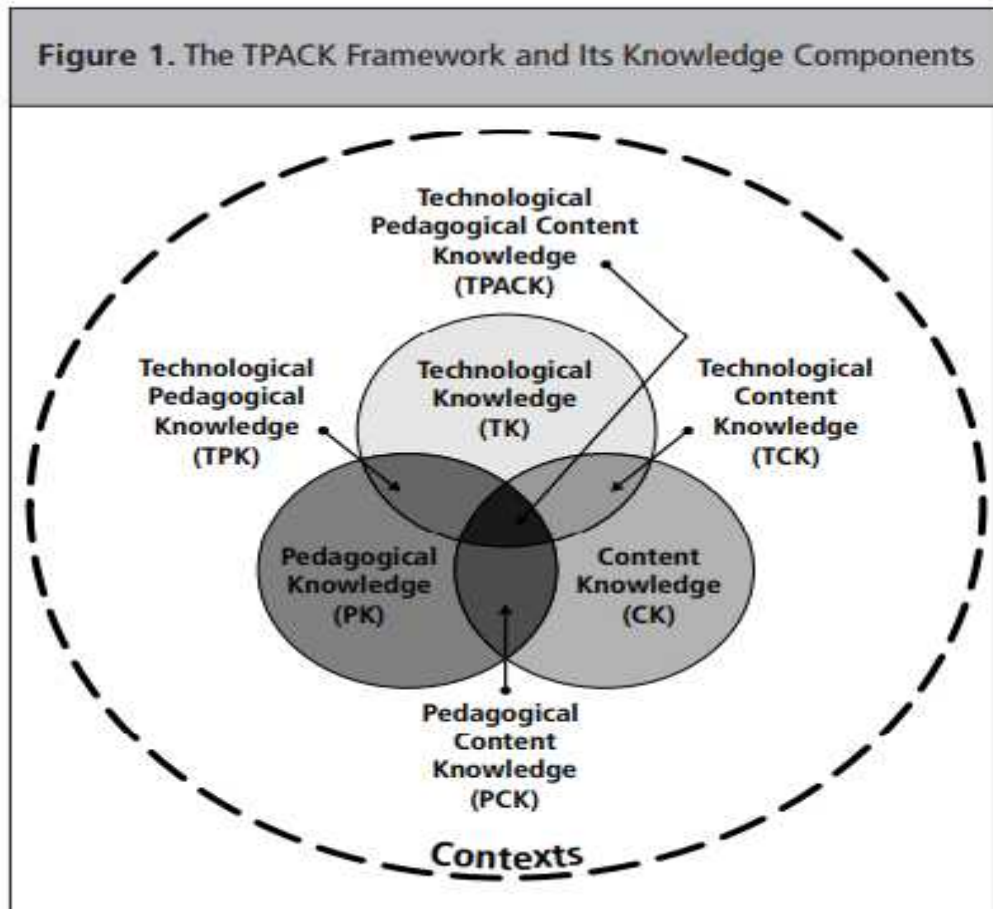


Figure 1: TPACK and the basic components (Koehler & Mishra, 2009, p. 124)

TAM was presented by Davis, Bagozzi and Warshaw (1989) which is based on the Theory of Reasoned Action (TRA). TAM refers to “provide an explanation of the determinants of computer acceptance that is general, capable of explaining user [attitude] and behavior across a broad range of end-user computing technologies and user populations” (Davis, Bagozzi & Warshaw, 1989, p. 985). TAM explains that technology use depends on two concepts: on behavioral intentions (BI), an individual’s attitude (A), which means behavioral intention and attitude towards technology use helps the users to integrate technology in education (Davis et al., 1989).

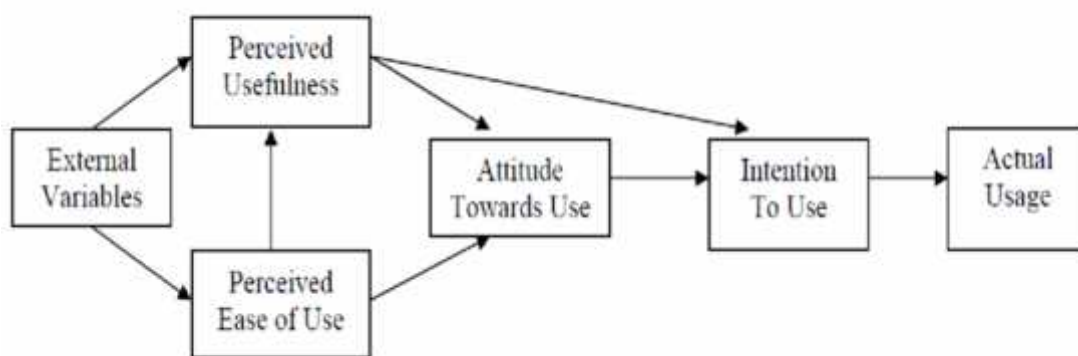


Figure 2: TAM Model (Davis et al., 1989)

Material and Methods

This study draws upon a qualitative case study approach. The qualitative study helps to get a holistic view of the problem and also keeping in mind the feelings of the participants for reducing the biases (Best & Kahn, 2006). Toloie-Eshlaghy, Chitsaz, Karimian and Charkhchi (2011) explained the qualitative paradigm helps to understand the participants and their social phenomena. According to Gay, Mills and Airasian (2011) "case study research is a qualitative research approach in which researchers focus on a unit of study known as a bounded system (e.g., individual teachers, a classroom, or a school)" (pp. 444-445). In this regard, exploratory case study was selected by for getting a close examination of a bounded setting.

Participants

Eight university teachers from two universities namely SBK Women's University Quetta and NUML-Quetta (4 teachers from SBK and 4 from NUML-Quetta) were selected following a purposive sampling method. With an informed consent, audio recorded semi-structured interviews were individually conducted with each participant to learn about their attitudes and practice of using ICT in their classes for teaching English literature. Table 1 shows the demographic details of the participants.

Table 1
Demographic details of the participants

Participant	Designation	Gender	Experience	Institute
1	Lecturer	Female	2 years	NUML-Quetta
2	Lecturer	Male	4 years	NUML-Quetta
3	Lecturer	Male	1.5 years	NUML-Quetta

4	Lecturer	Male	4 years	NUML-Quetta
5	Lecturer	Female	10 years	SBKWU Quetta
6	Lecturer	Female	17 years	SBKWU Quetta
7	Assistant Professor	Female	11 years	SBKWU Quetta
8	Assistant Professor	Female	6 years	SBKWU Quetta

Data Collection and Analysis

The data was collected through semi-structured interviews with the teachers of two universities of Quetta namely Sardar Bahadur Khan (SBK) Women's University Quetta and National University of Modern Languages, Quetta Campus (NUML-Quetta). Eight teachers were interviewed about their perspectives on ICT integration for teaching English literature to postgraduates. The semi-structured interviews helped seek detailed answers from the participants with the help of probing such as "would you like to add more in this regard?" and "is there any recommendation for ICT use?" The participants were selected purposively on the basis of their experiences of teaching English literature to postgraduates and relying on ICTs for teaching. Purposive sampling "also referred to as *judgment sampling*, is the process of selecting a sample that is believed to be representative of a given population" (Gay et al., 2011, p. 141).

The audio recorded interviews were transcribed and coded in order to extract the themes. The coding pattern was adopted from Saldana's coding scheme in order to get the themes. According to the manual, Saldana's (2013) coding scheme has five steps; first cycle of coding, second cycle of coding, codifying and categorizing, recoding and recategorizing and from code and categories to theory. After the process of coding, thematic analysis to define the major themes. Thematic analysis, according to Nowell, Norris, White and Moules (2017), is a foundational method for qualitative data as it provides insightful and trustworthy findings to draw valid conclusions. In this study, thematic analysis to examine the different responses of the participants and defining the themes out of the given responses in order to know about their perspectives about ICT integration for teaching English literature.

Results and Discussion

Major Themes of the Study

The study found three major themes: theme 1 (perceived benefits of ICT to teach literature), theme 2 (participatory benefits for students) and theme 3 (teachers' recommendations for ICT use) as shown in Table 2.

Table 2
Summary of codes and themes

Codes	Themes
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Use of Cell phones, iPad, laptops, Perceived benefits of ICT to teach multimedia, speakers, videos, eBooks, literature weblinks and websites

Active participation, clarifying the concepts, innovation & interaction, and interest Participatory benefits for students

Supportive nature of ICT and digital access to educational material Teachers' recommendations for ICT use

Theme 1: Perceived benefits of ICT to teach literature

ICT integration supports English literature teachers to teach literary in an interesting way instead of just relying on traditional method of teaching. For instance, the findings of this study show that almost all literature teachers of SBK Women's University Quetta and NUML-Quetta rely on ICT tools for teaching English literature. The use of websites and different technological devices opens a new world of knowledge for her that actually added in her progress to teach efficiently. Participant 3, reported to the same question about the perceived benefits of ICT use for teaching literature that the use of technological devices has brought a positive and an innovative change in the mode of teaching literature.

Participant 4 believed that ICT integration for literature teaching is important because technological integration facilitates the teachers to deliver their lectures more interestingly. This shows a positive attitude towards ICT integration for teaching English literature subjects. Similarly, participant 6 added:

[...] I love to use it because it makes it is very easy to communicate certain difficult ideas and topics to students they are very helpful. I believe that one-way teaching is not helpful for the students until they are engaged in the lectures and they themselves participate. (Participant 6)

According to her experience, ICT integration has helped her transfers the knowledge by making the difficult ideas easy and understandable for the students. She shared one of the practical implications of ICT and technological devices. She showed her students the movie of 'Tess of the D'Urbervilles' which made it easy for the students to grasp the main ideas and themes of the novel very well. Participant 7 referred to asynchronous teaching of English literature with electronic mode of learning material. Her answer supports the findings of Lim (2007) who concluded that ICT integration in education was very helpful for the teachers to transfer knowledge with the help of internet, different websites and technological devices. However, participant 8 expressed that, in her experience, technology use is not easily implemented but it needs a lot of preparation. This means that not all teachers find the integration of technology an easy task although it supports added interest in learning experience of students.

Use of Cell Phone

Cell phones are also used as educational tools by the teachers and students alike, as the smart phones offer ease of use and ease of access to electronic form of material being more portable and, thus, offer a number of opportunities to the users in the form of applications. In this regard, participant 1 indicated her preference for the use of cell phone. According to her cell phones help her to search anything anywhere easily. When participant 3 and 7 were asked about what kind of gadgets they use for teaching English literature they responded with positive remarks for cell phones and found them very useful.

Use of iPad

iPads are not only used for staying connected with the World but also used for teaching purposes because they are found handy and helpful for the teachers such as participant 7 showed her positive perspective by saying that, *"I just have my iPad."* She takes her iPad along whenever she goes to the class and shares the already downloaded material with students such as the main themes and motifs of the literary texts. Participant 8 added in this regard that, *"I use iPad instead of print-books because it is easier to have it."* According to these participants using iPad has helped them a lot to make the things easy and handy. By using iPads, they save not only their time but also money.

Use of Laptop

Teachers and students mostly rely on using different gadgets for teaching and learning purposes among these laptops are the most used gadgets. Teachers make slides and use their laptops for delivering their lectures as participant 1 replied that, *"I use laptops because these are easy to carry in universities."* Instead of taking the hard copies of the textbooks she prefers to bring her laptop in the class and deliver the lectures. Participant 3 said that, *"I always bring my laptop in the classrooms."* He also showed his positive perspective about the use of laptop for teaching English literature. Participant 7 and 8 also said that taking their laptops along in the class has helped them a lot. As a result, the main theme, plot and characters of drama were clear to the students and they took interest in her lecture.

Use of Multimedia

As teachers and students have been relying on laptops for teaching and learning so they use multimedia for delivering lectures. Participant 1 said that, *"We have projectors in universities we can play video audios."* This which shows her positive response for the integration of ICT for teaching because of unlimited benefits of ICT. Participant 2 reported in this regard that, instead of reading each and every line of literary text, he asks his students to read the text at home and next day he shows them the videos and prepares PowerPoint slides that help him to have discussion-oriented

class. Participant 3 and 4 said about multimedia use that USB and other gadgets help them.

Participant 5 shared her recent experiences of using multimedia for teaching literature in science fiction and emerging trends classes wherein she realized that her students were more excited and eager to learn the subject matter. Moreover, her students were comparatively more responsive and interactive. In this regard, participant 7 added, *"I used to prepare slides for it and over there I had different points and whichever point came we used to discuss. It's very hard to keep everything in your mind for three hours so it helped a lot."* She had a positive response from her students when she used multimedia because the students took part in the discussion and shared their ideas.

Use of Videos

English literature teachers rely on showing videos to their students in order to make their concepts clear about difficult and ambiguous ideas presented in literary texts. In this regard, participant 2 said that, *"Yes, I have shown them the novel like last time I was teaching them 'Pride and Prejudice' so I showed them few of the scenes in the class."* This has helped her to explain the themes and ideas clearly without spending a lot of time and energy. Participant 3 reported about showing videos for teaching that, *"[...] while teaching them history of English literature, you are supposed to show them some of the images, some of the ancient images. So, through the images they can understand easily."* Although subjects such as history can be difficult and boring for the students to understand, with the help of videos and images, it was easy to teach them history of English literature.

Participant 4 and 5 argued that with the use of Audio-Visual (AV) aids it was convenient for him to clarify the concepts without reading each paragraph. With the help of showing the videos and movies of any literary text, participant 6 found herself more efficient by clarifying the concepts of students in a short time. participant 7 had a positive perspective about the use of videos in literature class because videos have helped her to show the images of ancient people, their life style and how they were colonized so that they can remember the incidents. Also, the students took interest in her lectures. Participant 8 once used her laptop in drama class and showed them the movie of King Lear as a result the students grasped the main ideas very easily. She agreed that reliance on technological devices has helped her a lot because according to her there are many ambiguous ideas that cannot be explained with words so we have to rely on ICT for clarifying the concepts of the students.

Use of eBooks

Nowadays, people use technology in every field of life because of its innumerable affordances. It has many uses in education also such as teachers and students need not to have hard copies of textbooks rather they can get access to the soft copies with just downloading the e-versions of required books. In this regard, almost all the participants agreed regarding the benefits that using eBooks offers.

According to participant 1 and 2, eBooks have totally changed the way of traditional teaching because teachers and students both rely on eBooks. She also considers the very benefits as a blessing. Participant 5, eBooks have solved the problem of unavailability of textbooks because teachers and students download the eBooks in their mobile or laptops and can read them wherever they want. He further said that downloading eBooks not only saves the time but it makes the lectures interesting too. Participant 6 and 7 responded about eBooks that, they personally like to have hard copies of the books but eBooks are handy and instead of taking all the books in hard form they download them in their iPads and teach easily. She also prefers eBooks because according to her experience students are friendly with eBooks instead of carrying the burden of hard books. Participant 8 added about the use of eBooks:

But I also have this thing [eBooks] in mind that they have a great impact on our environment. We are not using paper, we are not printing them out. And they are easily accessible with the right names and, you know, through the right websites so you can get copies of books which are otherwise very hard to find in the [local] market. (Participant 8)

The reliance on eBooks has made education easy and convenient for the teachers and students alike especially when it comes to English literature because in one course there are more than four novels, dramas and other literature genres and it is difficult for the teachers and students to have and carry all the hard copies of the required books. So, they download them in their cell phones, laptops and iPads and can get access to them whenever they need.

Use of Weblinks and Websites

Web links and websites are also beneficial for teaching and learning because teachers and students can get access to the education materials easily. In this regard, participant 1 said she has shown the movies and short clips related to literature subjects and the response from the students was quite positive. Participant 2 added that he uses different resources like shmoop.com and an internet website sparknotes.com for downloading materials for subjects like drama and novels. The websites and web links also have helped him to download authentic material. Participant 3 replied to the question about the use of web links and websites that education has become easily available due to ICT use.

He also supported the idea of using different websites for providing authentic educational material to the students. The web links have provided him aid and also saved his time as he was able to download the educational material and studied whenever he needed. Participant 4 reported that, *"Mostly, I referred them to use YouTube and other websites which are related to literature."* According to participant 8, *"Yes I have some facebook there I post some educational material and I have added my students in those groups so that they can use and download the required material."* She was of the view that

by creating some groups on facebook she gathered all her students on a single platform which actually made it easy for her to provide material to the whole class.

Theme 2: Perceived ICT benefits for students

Teachers' perspective about ICT is positive (as supported in literature review) because of students' active participation in class. Teachers' use of ICT helps the teachers because it makes the concepts of students clear and interesting.

Active Participation

ICT use help to promote active learning when used properly for teaching purposes because each day listen to the lectures can be boring for the students so ICT integration can bring a new and productive change in the class. As a result, students take part in class actively. In this regard, participant 1 added that, *"Share notes through PDF with our students so we have quite interactive atmosphere into our university."* She continued saying about ICT use that due to the ICT integration in class students enjoy and become alert especially when they watch a movie of any literary piece.

According to participant 2, ICT promotes active participation as he has noticed that whenever he uses ICT, the students feel more excited and participate enthusiastically in the class discussions. But when he reads the texts and discusses, the students feel bored of it. Participant 4 added, *"I have been receiving positive responses from the students as, according to them, they don't jump here and there mentally. They become specific to their topic."* Using ICT has let students be more focused towards a topic or any literary piece instead of just listening to the long lectures. About active participation of students, participant 5 was of the views that with the help of ICT and technological devices students get involved in the lecture and take more interest in it.

Clarification of the Concepts

Apart from the other benefits of ICT use for teaching, these gadgets help in clarifying the concepts of students about ambiguous and difficult ideas of literary texts such as participant 3 said, *"Specifically, I use internet, laptop and mobile because without these we are unable to understand and comprehend these themes, motifs and symbols. Mostly 60% electronic devices help me to teach."* This shows that participant 3 found ICT supportive in the class of History of English literature as he showed some images and pictures from that era which helped him to clarify and connect the ideas in order to make them understandable and easy. According to participant 4, *"Over there, students got specifically what they were going to be taught."* He found his students more active towards the lectures. Participant 5 added that, literature teachers and students think that only book reading is not sufficient for them instead the teachers can show them a movie as she showed them the movie of a science fiction 'the tying machine' which helped her to clarify the concepts of students easily due to the use of ICT and her good experience with technological devices she had a positive perspective towards ICT integration. Participant 6 answered the question asked about benefits of ICT use:

It makes literature very interesting when we use certain gadgets. I have shown movies to my students as one of them is 'Tess of the D'Urbervilles'. I taught this novel for so many times. I had been teaching it so I showed them a movie. The movie was very interesting and in one day they could see the whole movie and they could understand the whole story and they can get the imagery and themes and imagery is in a very good manner it has been portrait through movies. So, they really help us. (Participant 6)

Participant 6 supported the use of ICT for teaching English literature because she has been showing the movies of literary text to her students instead of just reading the stories. As a result, her students were able to drag out the themes and motifs of the novel 'Tess of the D'Urbervilles'. Participant 8 reported that, "Like I used my laptop to show them a movie... they saw the movie King Lear. They were in a better position to understand the drama and they were in a better position to clear their concepts." She found ICT helpful while teaching King Lear because it helped her to clarify the concepts of her students about the drama in a very short time and with little effort. As mentioned-above, the participants shared their experiences regarding ICT integration for teaching literature and found technological devices helpful and handy.

Innovation and Interaction

The use of ICT not only helps in clarifying the concepts and active participation, it also helps to change the mode of teaching and instruction by promoting the innovative ways and interaction-based classes. As participant 1 said that for her criticism class she relies on new and revised versions of books and the recommended books are outdated so she provides authentic links and websites to the students where they can find new information and research conducted in this field which makes her students more interactive and eager towards learning literature. Participant 4 added, "My lecture became easy for the students and we did not turn pages time and again." He had a positive perspective about ICT use for teaching literature because he does not need to read each and every page of the literary text instead he only explains the plot with important notes and themes in it. Participant 5 supported her answer by saying, "So, it got a little bit interactive rather than only lecture based." The participants found that with the integration of ICT students take more interest and remain active so that she relies on ICT for teaching literature.

Enhanced Learner Interest

The use of ICT increases the level of interest of the teachers and students in literature subjects. As participant 2 said that, "The students are always very happy because this is a sort of deviation for them from traditional way of teaching. They show interest." According to participant 4, ICT integration has made teaching literature easy for him. The students of participant 4 become more focused towards the subject because of ICT integration. Participant 5 added in this regard said that, "They think that it is not teaching and learning process they think it is entertainment and through that they learn. They are not conscious that they are actually learning but actually they do learn from that." She further

stated that she loves using ICT because it makes communication easy. She was of the view that teaching is not helpful until the students are not engaged. The abovementioned statements of participant 5 show her positive perspective for ICT use. Participant 7 said that, *"They are more interested."* The responses of the participants are supported by Gamlo (2019) stated in literature review that integration of ICT provides a productive platform for the teachers and students to have a healthy environment for the process of teaching and learning. Therefore, ICT use becomes helpful for literature teachers because of its participatory benefits for the students as well.

Theme 3: Teachers' recommendation on ICT uses to teach literature

Theme 3 came up with fewer but important codes such as 'supportive nature of ICT' and 'digital access to educational material' presented in detail below.

Supportive Nature of ICT

Almost all the participants recommended ICT use for teaching English literature because of its supportive nature for pedagogy. Participant 3 iterated, *"I want to introduce them because they are very helpful and beneficial for us and we can get a lot of help from them."* Participant 4 said that *"I do recommend that students should be taught while using AV aids, projectors, and slides... in this way very few chances are there to waste their time."* Participant 5 stated that, *"I think it is going to help the students as well as the teachers."* She showed her positive perspective regarding ICT use by recommending it for both the teachers and students. Participant 7 said that ICT integration has given an opportunity to avail the new and innovative techniques for teaching in order to get better results. According to her it is the age of technology and, when it is used in every field of life, why not for education purposes. ICT integration in education needs more support and practice for getting benefits from it. She agreed that ICT use supports the teachers for dealing with literature subjects. In this regard, participant 8 too viewed:

I will strongly suggest that these kinds of devices should be used in the class specifically if you are teaching drama. I need to show that how characters are using their voice and how they are using their performance with technical and literary elements to incorporate in their work. So, I think it [ICT] is very highly recommended. (Participant 8)

She showed her positive perspective for ICT implementation for teaching literature especially for drama class because through slides and movies she can easily clarify the concepts of students. Almost all the participants recommended ICT integration for teaching literature because of its undeniable advantages and benefits.

Digital access to Educational Material

ICT incorporation was recommended by the participants because of its affordances that it provides quick and digital access to educational material. The students need not to go after the hard copies or print books for literature subjects instead they can just download any book within no time. According to participant 2,

ICT should be incorporated for teaching literature because it saves the time. Students download the material and study before the class and in the class they get more time for discussions. Participant 4 added in this regard that, “[ICT] is good if it is going to be implemented in the institutions and in every class because at master’s level students are mature enough to understand and study when they are guided properly about technology use.”

Participant 5 viewed that asking her students to download the eBooks have made teaching literature easy for her. Participant 6 and 8 added that they find ICT very supportive as their students download the eBooks and they need not to turn over the pages and waste time. ICT use comes with number of affordances as mentioned by the participants. The supportive nature of ICT and quick digital access to educational material helps not only the teachers but also to the students.

Discussion

This study draws upon Technology Acceptance Model (TAM) and Technological Pedagogical Content Knowledge (TPACK) wherein TAM works to investigate about the attitudes and beliefs of people towards the use of technology (Davis et al., 1989) and TPACK is a theoretical framework which fulfills the need to assimilate technological knowledge with content and pedagogical knowledge in order to bring innovation in teaching and learning process (Koehler & Mishra, 2009). Both the theories helped to identify the themes of the study namely perceived benefits of ICT to teach literature, participatory benefits for students, and teachers’ recommendations for ICT use. Results from the two sites show that the teachers’ interest in, and reasons thereof, using various technological devices and gadgets for teaching. They agreed that using ICTs has made it easy for them to deal with literature subjects because reading the whole texts requires a lot of efforts and time. They were of the view that relying on multimedia and audio-visually they can easily clarify the difficult concepts in a very short time fairly easily. Additionally, the teachers’ reliance on multimedia and slides has benefited them to give time to discussions leading to learner-centered approaches of teaching literature. As discussed in the literature review by (Hu & McGrath, 2011).

Showing short films and videos of literary works also provides a great support to the teachers in explaining the literary works simultaneously making them enjoyable for the learners too. As mentioned in the literature review (Gamlo, 2019) found that ICT use increases the interest level of the students and reduces the chances of boredom during the class. ICT integration in the form of multimedia, videos, technological gadgets and availability of internet has helped the teachers in switching the traditional method of teaching into an interesting and student-centered teaching method as discussed by Yang (2012) in the literature review. Furthermore, the results show that instead of using hard copies of textbooks, English literature teachers were more comfortable with the eBooks and web links. The participants in general found the eBooks very helpful, portable and convenient because the print-textbooks are usually non-available or, if available, are very expensive that every student cannot purchase them. Also, the answers of the participants can be supported by Tondeur et al. (2008)

research finding that ICT use has helped the teachers to make their student able to download the eBooks and study. Portability of teaching and learning material is what encourages the participants to ICT integration from the previously used traditional methods of teaching literature at tertiary level in the given context. The results showed that the teachers believed that the use of cell phones, internet, iPad, laptops, multimedia, speakers, videos, eBooks, weblinks and websites was highly supportive of 'innovative teaching' of English literature.

Additionally, the results also showed that the integration of ICT supported learners in the form of active participation, clarifying the concepts, innovation and interaction involved in learning English literature with ease leading to enhanced learner autonomy as discussed by (Gamlo, 2019). Therefore, the participants recommended the integration of ICT tools for keeping in view the supportive nature of ICT and digital access to educational material. Overall, participants' responses relating to the perceived usefulness and perceived ease of use of the ICT tools (see TAM in section 4.1) represent positive attitudes towards ICT integration for teaching English literature at the low resourced tertiary institutions in Pakistan also mentioned in the work of Rafiq & Ameen (2012).

Conclusion

It may be concluded, keeping in view the specific context of the two selected universities, that the teachers of SBK Women's University Quetta and NUML-Quetta take ICT integration for teaching English literature. Based on the teaching experiences of English literature, ICT use brings an innovative change in the mode of teaching English literature in an interesting way. In other words, ICT has made it easy for them to deliver their lectures effectively. The teachers feel comfortable with the use of different technological devices such as cell phones, internet, iPads, laptops, audio-visuals, eBooks and websites that helped them bring a positive change in their classes. Moreover, the participants also support and recommend the ICT use to teach English literature as the ICT integration has made literature teaching easy and interesting with enhanced and active students-participation in literature classes. Hence, the supportive nature of ICT has helped English literature teachers of both universities to change the traditional way of teaching literature in to an innovative and more productive way.

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