Exploring the Use of Media and Technology in the Teaching of English in Secondary Schools in Malawi: A Case Study of Selected Secondary Schools in Northern Education Division (NED)

By

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A thesis submitted to the Faculty of Education in partial fulfilment of the requirements for the degree of Master of Education in Teacher Education.
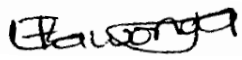
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DECLARATION

I declare that the work," Exploring the Use of media and Technology in the teaching of English in secondary schools: A case study of selected secondary schools in Northern Education Division (NED)" is my own work and that of others have been acknowledged. This thesis is being submitted in partial fulfilment of the requirements for the degree of Master of Education in Teacher Education at Mzuzu University, Faculty of Education.

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DEDICATION

This work is dedicated to my parents Hiludah and Kezibel who encouraged me to proceed with education, my brother Victor who took care of my niece Tumpale and my properties when I was doing my studies at Mzuzu University for two years.

ABSTRACT

Technology has been used widely in the education field, especially in teaching English. Many studies have proved technology to be an effective tool for improving the teaching of English in primary schools in various countries but this study explored the use of technologies and media in the teaching of English in Malawian secondary schools. The main aim of the study was to explore how technologies and media are used in the teaching of English in secondary schools. The objectives of the study were: to identify media and technology resources commonly used by teachers when teaching English in secondary schools; analyse how teachers make use of media and technologies in teaching English in secondary schools; evaluate teachers' perceptions towards the use of media and technologies in teaching English in secondary schools; and discuss the challenges teachers face when using media and technologies to teach English in secondary schools. The study used qualitative approach to collect data and the actual methods of data collection included interviews, observations and documents analysis. Diffusion of Innovation theory were used to collect and analyse data. The study was conducted in four secondary schools in Northern Education Division and the number of participants were 10 English teachers. Ethics were considered and data was analysed using thematic analysis. The study found out that teachers commonly used readily available media and technologies resources when teaching English in secondary schools such as textbooks, chalkboard and charts. Other resources such as computers, phones and projectors were rarely used. Teachers used these media and technologies to find information, clarify abstract concepts and attract learner's attention. In addition, teachers had good perception towards the use of media and technologies when teaching English in secondary schools despite challenges such as lack of knowledge to operate computers and frequent blackouts, among others.

ABBRIVIATIONS AND ACRONYMS

BBC   British Broadcasting Cooperation

CDSS   Community Day secondary school

EDM   Education Division Manager

EFL   English as a Foreign Language

ICT   Information and Communication Technology

JCE   Junior Certificate of Education

INSERT   In-Service Training

MANEB   Malawi National Examination Board

MoE   Ministry of Education

MSCE   Malawi School Certificate of Education

MZUNIREC Mzuzu University Research Committee

NCHE   National Council for Higher Education

NED   Northern Education Division

PSLCE   Primary School Leaving Certificate

TV   Television

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CHAPTER ONE: INTRODUCTION

1.1   Chapter Overview

This chapter presents the background of the study by explaining the importance of English, and the use of media and technology in the teaching of English in secondary schools at global as well as national level. Other important aspects of the chapter include statement of the problem, rationale/ purpose, research objectives, significance of the study, theoretical framework for the study, scope of the study and delimitations.

1.2   Background

English was introduced in Malawi towards the end of 19ᵗʰ century by the British explorers and missionaries. The British colonialists who scrambled for Africa set the ground for English to grow into the areas where it dominated other languages. English is essential in Malawian Education system because the progression into secondary and higher education institutions requires certification of competence in English; it is a driving force to lessen poverty and it can help the country to move towards development (Government of the Republic of Malawi, 2019);English allows students in universities to participate in academics outside Malawi because it is a global language used for communication, therefore, easy for them to understand when attending classes; it is the language instruction at all levels of education in Malawi; English skills are essential in Malawi to obtain more assistance from the world of commerce which can lead to the development of the country; English is important for Malawians to obtain a job after school (Colin, 2019); and, English enables students to communicate efficiently and appropriately in a variety of contexts (Republic of Malawi, 2013).

Education system in Malawi is composed of Formal and Non formal Education. The formal education system in Malawi is arranged into four major structures: nursery, primary, secondary and tertiary just like other countries. Nursery education starts at the age of three to five before children begin primary school education.   Primary school education in Malawi starts at the age of six and takes eight years to finish. At the end, learners sit for Primary School Leaving Certificate Examination (PSLCE). When successful, they are selected to various secondary schools.   The Secondary School Education lasts for four years and it is divided into two: Junior and Senior sections. At the end of Junior section, learners write examinations that enable them to continue to the senior phase after being successful in six subjects including English.

After passing Form Four with at least six credits including English, learners are further selected to various universities for their education. This is according to Malawi National Council for Higher Education (NCHE) (2015), which states that learners qualify for entry into a bachelor's degree programmes if he or she obtains six credits including English at MSCE. Courses in universities last for four to seven years after MSCE. English is a key subject in the education system. If a student fails it, he or she is not awarded Primary School Leaving Certificate or Junior certificate of Education after two years of secondary school or a Malawi school Certificate of Education after four years of secondary education.

English as a subject in the Malawian secondary school has language and literature components. The subject requires better resources in order to be implemented effectively. Generally, secondary schools have better resources than primary schools. Though most secondary schools have better resources compared to primary schools, they are extremely under resourced. Secondary school

students in Malawi still struggle with inadequate learning resources, poor student-teacher ratios, access to books, inadequate classroom space which lead to overcrowding and lack of motivation among teachers, due to poor working conditions and lack of health coverage. These affect the quality of education in Malawi.

There are several tools that are used in the teaching of English in order to improve the quality of education. One of the objectives in the National Education Policy is to ensure that there is quality education (Government of the Republic of Malawi, 2016 & National Planning Commission, 2020). Therefore, to achieve this objective, the use of technology is one strategy that can be used. The use of technology has proved to be very effective in improving the quality of teaching and learning, thereby improving quality of education. Education institutions, in the world and Malawi in particular, have already started using it (Pun, 2013).

Kieu et al. (2021) defines technology as the invention, change, use and knowledge of tools, machines, techniques, professional skills, systems and organisational methods used to solve problems, improve an existing solution, achieve a goal, or perform a specific function. The study defines technology as creation, use and knowledge of tools used in teaching and learning to achieve a specific objective by employing computers, projectors and smartphones among others, in order to have effective teaching and learning process. Some examples of media and technologies are computers, radios, the television, videos, DVDs and audial visuals which help teachers to impart knowledge and skills to their students in various education fields worldwide.

1.3   Problem Statement

In Malawi, the government introduced the use of technology and media mostly in science subjects. Research by Kazima and Winter (2013) has shown that most students use calculators and computers in subjects such as Mathematics and Computers Studies. According to Saka (2021), during COVID 19 pandemic, the Government of Malawi introduced radio programmes for students in primary schools continuing learning in the wake of Covid-19 lockdowns. The radio programmes covered all subjects but the programme failed as teachers shunned the initiative. One of the reasons teachers shunned the initiative, according to Saka, was that the teacher's lacked the technical knowhow. Most studies on the use of technology in teaching and learning have focused on science subjects (Kazima and Winter, 2013; Saka, 2021). Little is known from literature on the use of media and technologies in the teaching of English in secondary schools in Malawi, or why efforts to adopt media and technologies in the teaching of English in Malawi are not supported by teachers. Therefore, the status of the use of media and technology in the teaching of English is not clear. It is against this background that made the researcher to explore how technologies and media are used in the teaching and learning of English in secondary schools.

1.4.   Rationale of the Study

The study came to the researcher's mind upon suspecting that media and technologies are used in science subjects in secondary schools in Malawi. This is because, most studies (Saka, 2021; Zozie, 2020; Chimpololo, 2019; Winter & Kazima, 2013) have focused on the use of media and technology in the teaching of science subjects. Media and technologies have been used widely in the education field to improve the teaching of English replacing traditional teaching methods in which learners are passive recipients. Traditional English teaching methods does not make learning environment suitable for learner's individual needs and learning enjoyable. In Africa, countries

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like Botswana and South Africa have already started using media and technologies both in primary and secondary schools. In Malawi little is known on use of media and technologies in teaching English in secondary schools. Consequently, the aim of the study was to explore how media and technologies are used in the teaching and learning of English in four secondary schools in the Northern Education Division. The study is necessary because if media and technologies are well utilised, it can lead to improvements in the teaching and learning of English. It was this that urged the researcher to think of finding out common technology resources used, the perceptions and challenges teachers face towards the use of media and technologies in the teaching of English.

1.5.   The aim of the Study

The main aim of the study was to explore how media and technologies are used in the teaching and learning of English in secondary schools.

1.6.   Specific Objectives

The objectives of the study were to:

- identify media and technology resources commonly used by teachers when teaching English in secondary schools.

- analyse how teachers make use of media and technologies in teaching English in secondary schools.

- evaluate teacher's perceptions towards the use of media and technologies when teaching English in secondary schools.

- discuss challenges which teachers face when using media and technologies in   English teaching in secondary schools.

1.7   Significance of the Study

The study will be significant because it has explored the use of media and technologies as they are used in the teaching and learning of English. The findings will help teachers to improve the style of teaching by using various types of media and technologies which motivate and promote learner centered approach. It will also help the ministry of education to find out means of obtaining enough media and technology resources to supply in secondary schools. At the same time, will help school authorities to mount programmes on the use of media and technologies that will help teachers use various technologies and media in their English lessons. The study will further help teachers to plan and manage the given time appropriately when using media and technologies in their English lessons. The study will also help to evaluate teacher's perceptions towards the use of media and technologies in the teaching of English in secondary schools after adequate training. It is also hoped that the study will help to alleviate challenges teachers face when using media and technologies in their schools this will in turn improve the teaching and learning of English.

1.8   Theoretical Framework

The theoretical perspective of this research is Diffusion of Innovation as propounded by Rogers (1995). Rogers (2003) defines diffusion of Innovation as the process in which an innovation is communicated through certain channels over time among the members of a social system. There are many theories, but this was chosen because of the following: Firstly, it has more relevant attributes to this study than other theories which will guide the study. These include relative advantage, compatibility, trial ability, observability and Complexity (Jwaifell & Gasaymeh, 2013; Xue, 2017). Compatibility, this attribute will determine the rate of diffusion of new ideas in society. Complexity, is the degree which is perceived as relatively difficult to understand and use. If the idea is adoptable, more people will adopt it since they will spend little time to know new

skills. For example, teachers will use media and technologies in teaching English in secondary schools if the feel the idea is adoptable.

In addition, there is trial ability, which is the extent to which the innovation can be tested before a commitment to adopt it is made, and observability is the extent to which innovation provides tangible results (Rogers, 2003: Jwaifell & Gasaymeh, 2013). Media and technologies which contain these attributes are easily adopted by innovators (teachers) (Xue, 2017). Secondly, the theory focuses on the adoption of media and technologies, while other related theories focus more on the concept of accepting the technologies. Rogers' (2003) theory function as a scientific framework to understand why some technologies are easily adopted and used while others are not. This theory also differs from other theories on the process of change as most changes are improvements over the previous existing techniques. This theory is better than the other related theories for it recognises that the teacher can come up with a new thing in the spirit of creativity. Finally, the study wants to promote the idea that teachers must use several media and technologies such as radio, computers and TV in the course of teaching English in secondary schools.

The aim of Diffusion of innovations theory is to explain how change occurs within a system, organisation, or community over a period of time. Since schools are learning from traditional teaching, Rogers' Diffusion of Innovations theory is the most appropriate for finding out the adoption rate of media and technologies in secondary school education and educational environments. Much of diffusion research involves technological innovations according to Rogers (2003). Research reports, Stuart (2000), Smith (2012), McGuire (2017), show that a variety of

disciplines have used this framework, including education. Therefore, the theory is fit for this study since other scholars have already used it in education.

The criticism of Diffusion of Innovation theory is that people misinterpret it that innovativeness is a personal characteristic, yet adopters will often fall into different categories of innovations. Despite the criticism, the study used the theory because it contains the attributes stated above which were used to guide the study. The assumption of Diffusion of innovation is that overtime, an idea or product gains momentum and spreads through a specific social system. The final result is that people as part of a social system, adopt a new idea or product (Rogers, 2003).

There are four key components of diffusion such as, innovation, communication channels, time and social system. Firstly, an innovation is an idea, practice, or project that is perceived as new by an individual. The newness characteristic of an adoption is related to the three steps: knowledge, persuasion, and decision of the innovation. The small technologies and media which teachers utilise are, therefore, thought to follow the same pattern of innovation, communication channel, time and classroom system (Sahin, 2006).

A communication channel is a process in which participants create and share information with one another in order to reach a mutual understanding. This communication occurs through channels between the sources and the receiver. There are two communication channels such as mass media and interpersonal communication. Mass media channels include a mass medium such as TV, radio, and newspaper which could be used in the teaching of English in Secondary schools. Interpersonal channel consists of a two-way communication between two or more individuals, like

that between the teacher and his or her learners. Diffusion is a social process that involves interpersonal communication relationships. People work collaboratively to solve certain problems in order to achieve the goal. The use of media and technologies in teaching English in the classroom involves interaction in small groups where the teacher and his or her students share ideas and discover new ideas. Interpersonal channels are more powerful to create or change due to strong attitudes held by an individual (Rogers, 2003).

Furthermore, in interpersonal channels, the communication may have a characteristic of homophily, that is the degree to which two or more individuals with similar attributes, such as beliefs, education, social economic, status and are attracted to each other. Homophily is a very essential idea to consider when choosing change agents in order for communication to be fruitful. In work places and at schools, homophily is effective where students work together in small groups when learning to achieve their goal but the diffusion requires some degree of heterophily in which two or more individuals who interact are different in certain attributes (Rogers, 2003). The problem with diffusion of innovations is that the participants are usually quite heterophilous which can cause conflict since people have different value perceptions, attitudes and interests, therefore unable to accomplish their goal. Diffusion of innovation theory like any other theory, has limitations. It has a pro-innovation bias, a belief that an innovation should be adopted by the whole society without the need of modification. Communication channels can also be categorised as localite channels and cosmopolite channels that communicate between an individual of the social system and outside sources (Rogers, 2003; Eder& Mutsaerts, 2013). All mass media channels are cosmopolite, that is, they are important at the knowledge stage which is essential to the use of media and technologies in teaching English (Rogers, 2003; Eder & Mutsaerts, 2013).

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Thayer (2013) propounded that in the Diffusion of Innovation Theory, there are five categories of adopters such as, Innovators, early adopters, early majority, late majority and laggards. First, Innovators, innovators are the gatekeepers bringing the innovation from outside system. They may not be respected by members because of their close relationships outside the social system. They were willing to experience new ideas. Second, Early adopters, they are already aware of the need to change and so are very comfortable in adopting new ideas and they do not need information to convince them. Early adopters are essential in the field of education because they can adopt and implement technologies and media in the classroom quickly, and they can bring change in an organisation. Third, Early majority, these people need evidence to adopt change. Another category of adopters is late majority. These people will adopt innovation after it has been tried by the majority. Last category is laggards. These people are bound by tradition and very conservative (Rogers, 2003 & Xue, 2017).

A school is an organisation where teachers are adopters. Once they have knowledge on how to use an innovation, they can easily adopt and implement. This can also shape their attitude. Teachers who have good attitude towards use of media and technologies will adopt innovation compared to those having negative attitudes, and if they lack knowledge, they seek it from trusted friends who are more knowledgeable. Likewise, learners also seek information from knowledgeable peers while interacting in small groups (Rogers, 2003).

The Diffusion of Innovation Theory was used to analyse and interpret comprehensive data that was collected through interviews, lesson observations and document analysis. The data generated was on common technology resources teachers used in the teaching and learning of English; how

the teachers use the media and technology; the perceptions of teachers towards the use of media and technologies; and challenges teachers face when using media and technologies in the teaching of English in secondary schools. The theory, therefore, was used to make sense of the data that was generated.

1.9 Scope of the Study

Technologies and media are vast areas of study in education. The study concerned itself with how technologies and media are used in the teaching and learning of English in secondary schools. The study was conducted in four selected secondary schools in the Northern Education Division (NED). The four schools are in Mzuzu City. Therefore, the context of this research is unique to secondary schools in NED and its findings cannot be generalised.

1.10 Definition of Terms

Media: Refers to television, computers, radio, projectors and smartphones that carry information between a source and a receiver which helps the teacher to impart knowledge and skills to learners in the process of teaching and learning (Puspitarin & Harif, 2019).

Technology: The study defines technology as creation, use and knowledge of tools used in teaching and learning to achieve a specific objective by employing computers, projectors and smartphone among others, in order to have effective teaching and learning (Kieu et al., 2021).

1.11   Organisation of the Thesis

This thesis contains five chapters. The first chapter is the Introduction. This chapter has the background of the study explaining the importance of English in Malawi, and the use of media and technologies in the teaching and learning of English in secondary schools. Other important aspects that this chapter contains include statement of the problem, rationale/purpose, research objectives, significance of the study, theoretical framework for the study, scope of the study and delimitations. The second chapter is literature review. This chapter contains a review of relevant literature. The review reflects the four objectives developed in chapter one.

The third chapter is research design and methodology. The chapter contains methods which were used to collect data and how data were analysed. In addition, it contains research paradigm, research design, research geographical area, research setting/sites, sample size, sampling techniques, data methods, data collection instruments, trustworthiness, ethical consideration and data analysis techniques. This chapter is followed with chapter four which contains the findings and discussion of the findings from interviews, lesson observations and document analysis from school A, B, C and D, which is presented following the objectives of the study. The chapter also contains discussions guided by Diffusion of Innovation theory and emerged themes after analysis. Finally, chapter five which is conclusion and recommendations. This chapter contains the summary of major findings, recommendations, contributions of the study and suggestion for future research.

1.12   Chapter Summary

The chapter has presented the introduction and the background of the study. The chapter has also

presented other important aspects such as statement of the problem, rationale, research objectives,

significance of the study, theoretical framework for the study and scope of the study. The next

chapter will present literature review.

CHAPTER TWO: LITERATURE REVIEW

2.1   Chapter Overview

This chapter presents a review of the relevant literature. The review of literature reflects the four objectives of the study developed in Chapter One on the use of technologies and media in the teaching of English in secondary schools. These are: to identify media and technology resources commonly used by teachers when teaching English in secondary schools; analyse how teachers make use of media and technologies in teaching English in secondary schools; evaluate teachers' perceptions towards the use of media and technologies when teaching English in secondary schools; and discuss challenges which teachers face when using media and technologies in teaching English in secondary schools. In addition, the theoretical framework known as Diffusion of Innovation Theory was used.

2.1.1   Studies on Common Technology Resources and their Uses

Bhalla (2013) conducted a study on the use of computers as one of the common technology resources in teaching English in India. The research discovered that teachers often used computers to update records, develop lesson plans, showing something in class for clarifying difficult concepts that teachers were unable to explain verbally, and giving assignments to learners. A similar study was conducted by Ruthven et al. (2004) which focused on the systems of ideas which framed teachers accounts of the successful use of the computer-based tools and resources in the core subjects of English, Mathematics and Science at Secondary school in England. Group interviews were administered to relevant subject departments in six schools. The results showed that computers provide a variety of classroom activities which motivate and increase learners interest to learn English and promote peer support as they work in small groups.

According to a study by Li (2020) on analysing the advantages of using computer-aided language in Ningxia, a survey was conducted to cultivate oral communication ability of college students who were unable to express themselves fluently in English, to meet the needs of the society. The computer aided language system was suggested to alleviate the challenge of failing to express themselves fluently in English and it was proved to be successful if well applied. In addition, the study found out that English teachers could use computer-aided language to help learners review phonetic symbols and correct pronunciation which can improve their confidence in speaking English. It was also noted that learners can use videos from computers to enhance pronunciation skills. As it is said, learners with different abilities can also find simple passages for comprehension. They can read a story using real voices and music. Furthermore, computer software and games provide fun for learners to practice literacy skills, thus, encouraging special needs learners to proceed with education since they are motivated with various strategies used in the course of teaching and learning. In this regard, it is worth noting that computers are essential in teaching English in secondary schools.

In Malawi, Chimpololo (2019) conducted his study at Domasi Teachers Training College on the use of mobile devices to alleviate the challenge student teachers face during learning due to lack of money. The study showed that computers were frequently used by science student-teachers who had access to faculty computer labs that belong to Mathematics department, but less opportunities were given to other departments where the English subject belongs. The study did not show the use of smartphones in teaching English in secondary schools, thus the need for this study to explore the common media and technology resources used in teaching English in secondary schools in the Malawian context. Furthermore, this study will highlight the perceptions of teachers towards the

use of technologies and media when using technologies in the teaching of English in secondary schools in Malawi.

Another common teaching resource is the Smartphone. Setiyorini (2017) in his study conducted at Purwojeyo whose aim was to describe how the use of online discussions on WhatsApp messenger improves learners' ability in writing analytical exposition texts in English and show the advantages of the use of an online discussion on WhatsApp messenger. Eleven Grade learners of SMANI Purwerejo in the academic year 2016/2017 were observed. The results revealed that there was a difference after using online learning such as WhatsApp messenger towards learning writing. The mean score of the pre-test was 76.47, while the mean score of the post-test was 87.81. The results affirm that online learning can assist learners to discover new ideas easily, improve their understanding about the topic, learn grammar and know their errors since they obtain feedback from both teachers and their fellow learners during interaction. Hence assisting them to minimise writing errors.

To concur with Setiyorini (2017), Wonly & Kristo (2017) in his study to encourage learners to use smart phone, it was discovered that smartphones improve learners' language ability. A Similar study was conducted by Ruthven et al. (2004) which focused on the systems of ideas which framed teachers accounts of the successful use of the computer-based tools and resources in the core subjects of English, Mathematics and Science at Secondary school in England. Group interviews were administered to relevant subject departments in six schools. The results showed that computers provide a variety of classroom activities which motivate and increase learners interest to learn English and promote peer support as they work in small group works.

Similarly, Zozie (2020) in his research conducted at Mzuzu University and four secondary schools in Mzuzu City on how secondary schools and tertiary education institutions in Malawi sustainably integrate e-learning technology into traditional teaching and learning environment. The study found out that the media and technologies such as smartphones are commonly used by linguistic lecturers at Mzuzu University in Malawi to give learners assignments and other teaching and learning resources through WhatsApp. Zozie also noted that media and technologies such as smartphones, the internet, Facebook and personal computers are commonly used by linguistic lecturers at Mzuzu University, while only computers were commonly used in the four secondary schools teaching science subjects. In view of this, it is worth noting that the use of media and technologies in English language and literature is vital and can facilitate the teaching and learning process. For example, students may understand complex concepts in the play ''Macbeth'' through audio- visual technologies other than basing on teacher centered approach only. Zozie (2020) however, noted that the challenge of the application is that it costs money and requires strong internet network to operate. As can be observed from the literature captured, no study has focused on the use of smartphones in teaching English in secondary schools in Malawi. Hence, the study focusses on this. In addition, the study further discussed the challenges teachers face when using various media and technologies in teaching English in Secondary schools in Malawi.

On the other common technologies, research conducted in Zanzibar by Abeid et al. (2009) states that the radio is one of the common technology resources used to teach English in primary schools to increase access to education. Teachers use child friendly methods and the radio broadcast is integrated into Zanzibar curriculum with various activities such as songs, games and stories. Four Tutu programmes cover the four key subjects in which one of them was English. The findings of

the study were that the performance of learners increased and the radio also promoted the quality of learning.

To concur with Zozie (2020), Saka (2021) supports the use of radio as the most commonly used technology source that was used in teaching English in primary schools in Malawi during the COVID 19 pandemic of 2020. This was because most people could afford it compared to computers which are too expensive. Radios do not require expertise to operate. Though it was less effective due to large classes, geographical location of the schools and poor signals, but considering the difficult situations created by COVID 19, media and technologies played a vital role to facilitate teaching and learning process. This shows the need for using media and technologies in secondary schools in different subjects including English. Hence, the essence of this study which explored the media and technologies that are commonly used by teachers when teaching English in secondary schools in Malawi.

According to Mofaren (2019) research on the use of media and technologies in the teaching of English in Saudi Arabia, discovered that teachers and students used media and technologies to access various kinds of book publications which are relevant to the curriculum and are used in the course of teaching and learning. It was further noted that media and technologies such as computers and radio help teachers to impart knowledge to the students perfectly by using a variety of ways, for example, small group work. This in turn, makes students enjoy and to actively get involved in the activities of the lessons. To agree with Mofaren (2019) on the use of media and technologies in teaching English in both primary and secondary schools, similarly, Odera (2011) carried out research in Kenya on the use of technologies and media in teaching English in primary schools

such as the radio. The research highlights that students were able to listen to news broadcast in English on the radio, as such, the use of the radio helped students to improve the pronunciation of English words as they listened to conversations carried out in English. Hence, they develop confidence and proficiency in speaking English.

Zozie (2020) also acknowledges that students use media and technologies such as cell phones and laptops connected to Wi-Fi hotspots on campus during lectures to respond to questions provided by lecturers. He further states that ODL students used smartphones to learn linguistics with the view that linguistics lecturers used emails for sending students lesson notes, assignments and results because they have phones and personal laptops which they can use to access information which has been uploaded on their Moodle portal. He further observed that both students and lecturers used power points for presentations.

However, Dunmire (2010) argues that although technology and media have been proved to be effective in teaching English in the whole world, not all types of technologies are effective to improve the educational process. He advises that educators must know different subjects and which technologies are most suited for a particular programme or media and technologies in order to achieve the objectives. Based on the literature cited above, media and technologies play a very big role in the teaching of English because students can use these technologies to access information during learning. Hence, this study investigated how teachers use media and technologies in teaching English in secondary schools.

Literature has pointed out the common media and technology resources such as computers, radio and smartphone which are used in the teaching of English in primary and secondary schools in India, Zanzibar and Purwojeyo. In Malawi, literature pointed out that media and technologies such as computers, internet, Facebooks and smartphones are the common resources used by linguistics lecturers in Mzuzu university. In addition, computers are commonly used in science subjects in secondary schools, and science students who have access to computer labs in Domasi TTC but rarely used by students in humanities departments. Literature did not highlight the use of media and technologies in teaching English in secondary schools in Malawi. Therefore, the study wanted to fill the gap. Furthermore, on uses of media and technologies, literature stated the use of media and technologies in teaching English in secondary schools outside Malawi, but none of the literature pin pointed the use of media and technologies in teaching English in secondary schools in Mzuzu City in the Northern Education Division, hence the need of this study.

2.1.2   Studies on Teacher's Perceptions on the Use of Media and Technologies

Perception is the process of receiving information and making sense of the world around us. According to Mahdum et al. (2019), in a study done in Indonesia to investigate teachers' perception of the use of media and technologies (ICT) in the teaching of English and other subjects. In the study, 60% of teachers had good perception on the use of media and technologies though they had some difficulties related to facilities and knowledge of how to operate them. The questionnaire was administered to 616 high school teachers from four districts in order to collect data. Similarly, Mohammed (2015) in his study conducted at Salahaddin University whose aim was to understand the perceptions of EFL students and EFL teachers on the use of media and technologies in the teaching of English, also indicated that teachers who took part in the study had positive attitude

towards the use of technologies in the department of English language at Salahaddin University. The positive attitude came by because they had hopes that media and technologies would assist them to motivate their learners and it will help save their time.

Silviyanti (2015) conducted his research in Indonesia. The study concentrated on identifying EFL teachers' perception towards the usage of ICT in their teaching, 42 EFL teachers were involved. Close ended questionnaire and interviews were conducted. In terms of media and technologies use such as computers, the results revealed that 59.5% of the respondents used computers daily. This indicates that teachers were familiar with the usage of media and technologies, and 4.8 % of the respondents never accessed information on computers and internet. It was also noted that 61.90 % of respondents rarely or never used ICT in teaching. This was due to the challenges they encountered in the use of media and technology such as lack of training, blackouts and support from their working environment. The study found out that teachers had positive attitudes towards the use of media and technology though non-users did not use ICT in teaching. This positive attitude was because of the knowledge they derived from their personal experience on the benefits of using the internet in teaching English made them to have positive attitudes.

Mwenefumbo (2016) conducted a study at Machinga Teacher Training College (TTC) in Malawi to find out the perception of student-teachers at the College on the use of media and technologies in teaching the core subjects namely: English, Mathematics and Science. The results were compared with the perception of student teachers at Massachusetts University in USA. The data was collected from four pre-service teachers in Machinga and three from University of Massachusetts where students had access to media and technologies. It was noted that Malawian

students used hardware instructional technologies while those from Massachusetts used software technologies reflecting different advancement levels. It was also noted that Malawian students had negative attitude towards the use of media and technologies. To use media and technologies requires someone to have knowledge. According to Diffusion of Innovation Theory, knowledge is an essential element if one is to use media and technologies in the teaching of English. Lack of knowledge would lead to negative perception towards the use of media and technologies which was one of the areas of interest in this study.

Literature above has explained the perception of teachers towards the use of media and technologies in the teaching and learning of English in Indonesia, Machinga TTC in Malawi and at Salahaddin University among others. The literature has shown that teachers who had knowledge on the use of media and technologies had good perceptions towards the usage of technologies compared to those who lacked knowledge. None of the literature, however, stated the perception of teachers on the usage of media and technologies in the teaching of English in secondary schools in Malawi. Thus, the study wanted to find out if teachers have good perceptions towards media and technology with the understanding that if teachers have good perception they will adopt the use of it.

2.1.3   Studies on Challenges on the use of media and technologies

On integrating media and technologies into teaching, most teachers were seen to be failing. In order to identify the reasons why integration of media and technologies in teaching English and other subjects in United States does not happen, Bauer and Kenton (2005) examined 30 teachers who were competent and skilled to use computers in the classrooms. They found that these skilled

teachers who were competent enough to use technologies in teaching were unable to integrate it because of shortage of time, that is, for learners to use media and technologies, teachers needed extra time. Furthermore, students had little knowledge on how to use computers. The other challenge that was identifies was that the technologies used were outdated.

Rahman (2015) agrees with Bauer and Kenton (2005) on their findings in a study conducted in primary schools in Dhaka city in Bangladesh, where they have advanced classrooms to use for teaching English. He found out that teachers were not using media and technologies because they had no technological facilities. Instead, they used traditional methods. Another challenge was that teachers were unable to use the media and technologies without being authorised by the administrators. To concur with Rahman (2015), Mohammed (2015) investigated the perception of students and teachers as some of the barriers to technologies. The results showed that the other barrier was lack of important equipment by the university which hindered teachers from using media and technologies in their classrooms.

Studies conducted by Saka (2021) found out that the use of the radio in primary schools from standard 1-8 reached few students during the COVID 19 pandemic because of poverty, as some of the students in remote areas were unable to purchase it due to poverty. He also observed that in secondary schools, online learning was a failure because of several challenges such as frequent blackouts, lack of electricity in remote areas, poor network, and lack of knowledge on the use of media and technologies such as phones and computers by both students and teachers. However, these studies did not say much about the challenges faced by teachers in teaching English in secondary schools using media and technologies.

Though literature has stated the challenges teachers face on the use of media and technologies in the teaching and learning of English in secondary schools such as shortage of time, lack of knowledge to operate computers, lack of important equipment and those in authority failing to authorise them to use computers among others. Little is known on the challenges teachers face on the use of various media and technologies in teaching English in secondary schools in the Malawian context. Therefore, this study investigated these challenges in the Malawian context.

The review of literature in this chapter has shown that most of the studies on the use of media in technology are from developed countries like United States, Indonesia and Saudi Arabia. Some information is from Zanzibar, Kenya, Nigeria and Botswana. In Malawi, media and technologies are used in science subjects such as Computer Studies in Secondary schools, but literature does not point out the use of technologies and media in teaching English in secondary schools, perceptions and challenges which teachers face when using media and technologies in teaching English in secondary schools.

Roughly, the literature has pointed out that most trained teachers in the area of media and technology usually have positive perception of the use of media and technology. It has also pointed out that access to media and technology is hampered by poverty, school culture and attitude. The literature has also pointed out that most teachers face a number of challenges in integrating media and technologies into curriculum. Since much of the study has been done outside Malawi which might be different from those from the Malawian context, this is the gap that this study wanted to fill.

2.2   Chapter Summary

This chapter has explored related literature that attempts to investigate the four objectives understudy. The review has brought out information on how teachers make use of media and technologies in teaching English in secondary schools, teachers' perceptions towards the use of media and technologies in teaching English in secondary schools, and challenges which teachers face when using media and technologies in the Malawian context. The next chapter looks at research design and methodology.

CHAPTER THREE: RESEARCH APPROACH, DESIGN AND METHODOLOGY

3.1.   Chapter Overview

This chapter focuses on the methods that were used to collect data and how data were analysed and discussed. The chapter outlines the research paradigm, research design, research geographical area, research setting/sites, sample size, sampling techniques, data collection methods, data collection instruments, trustworthiness, ethical considerations and data analysis techniques.

3.2   Paradigm

Paradigm refers as a philosophical assumption or theoretical underpinnings of the research. There are three major paradigms which are: positivism, interpretivism and critical paradigms. Hammersley (2013) defines paradigm as a way of pursuing knowledge through a shared set of beliefs and principles. Paradigms are important because they encompass ontology, epistemology and methodology that guide the choice of research questions, methodology and intention of research. Paradigms are reflected in the entire research projects. Ontology refers to the study of being and the nature of reality (Cohen et al., 2007). Epistemology concerns the views about the ways in which social reality ought to be studied. This research used interpretivist paradigm.

Out of the three paradigms highlighted above, this study adopted the interpretivist paradigm which is also known as constructivist paradigm. Kivunja and Kayinji (2017) explain that interpretivist paradigm emphasises on understanding the individual and their interpretation of the world around them. The key tenet of this paradigm is that reality is socially constructed, that is why it is known as constructivist paradigm. Yanow and Schwart-Shea (2011) add that interpretivist researchers discover reality through participant's views, their own background and experiences. It is a means

of collecting data in qualitative research. Interpretivist paradigm believes that reality is multi-layered and complex such that a single phenomenon can have multiple interpretations. This helped us understand how people interpret and interact within their social environment. The advantage of interpretivist is that the responses are valid and close to the truth. The disadvantage of interpretivists is that data is heavily impacted by personal view point and values. Interpretivist employ qualitative methods to understand people (Nind & Todd, 2011). It is underpinned by observation and interpretation, thus to observe is to collect information about events, while to interpret is to make meaning out of that information by drawing inferences or by judging the match between the information and some abstract patterns in life (Creswell, 2012).

The study used interpretivist paradigm in order to have in-depth understanding of the commonly used technology resources used by teachers; how teachers make use of them in teaching and learning of English; evaluate perceptions of teachers towards media and technologies usage; and discuss the challenges teachers face during teaching and learning of English in secondary schools through interaction in their natural environment to obtain the truth rather than relying on numbers. In addition, the study used qualitative methods of data collection which is connected to interpretivist paradigm because both often seek experiences, understanding and perception of individuals in their natural setting to uncover reality. Qualitative methods give rich reports that are essential for interpretivists to understand the context completely (Thanh & Thanh, (2015). Therefore, it was necessary to adopt it.

3.3 Research Approach and Design

Research design is an overall plan which spells out the way research is conceived, executed and how the findings will be put together. Yin (2018) defines a research design as a blueprint for your research, dealing with what questions to study, what data are relevant, what data to collect and how to analyse the results. The main purpose is to shun the condition where the evidence does not address the research questions. Creswell (2012) defines research design as the specific procedures involved in the research process: data collection, data analysis and report writing. In terms of design, the study adopted a case study design. Mc Combes (2019) defines a case study as a detailed study of a specific subject, such as a person, group, place, event, organisation, or phenomenon. A case study can be defined as an empirical research method used to investigate, a contemporary phenomenon, focusing on the dynamics of the case within its natural occurrence through interviews, lesson observations and document analysis. It deals with a full variety of evidence to come up with rich data. A case study is bounded to a certain geographical area such as school to avoid gathering too much data which will be very challenging to interpret. It is descriptive and detailed, easy to follow the ideas (Cohen et al., 2011). It usually involves qualitative methods, but sometimes quantitative methods are also used. The main aim of a case study is to understand the in-depth phenomenon in its natural environment. It allows the researcher to explore the key characteristics, meanings and implications of the case. In addition, they keep your research focused and manageable if you do not have enough resources and time (Mac Combes, 2019).

A case study design is considered in this study because they answer "how" and "why" questions (Yin, 2018; Asimiran & Njie, 2014). How do teachers make use of media and technologies in the teaching and learning of English in secondary schools? Why do English teachers in secondary

schools adopt or not adopt the innovation? A case study was chosen because the researcher wanted to gather detailed data in its natural setting using interviews, document analysis and lesson observation methods. Case study design helped the researcher to formulate clear research questions, sample the research site and various methods purposively, which was suitable for the study. The study adopted a descriptive case study design covering four schools in exploring how technologies and media are used in the teaching and learning of English in secondary schools. This design is considered as a blue print for this study to identify media and technologies commonly used by teachers; analyse how teachers use them in the course of teaching and learning process; evaluate perceptions teachers have towards media and technologies; and discuss possible challenges teachers encounter during the teaching and learning process. The descriptive case study helped the researcher to generate in-depth understanding of the topic under study in its real-life situation without which the researcher would not have a clear picture.

There are three major approaches in research, namely: quantitative, qualitative and mixed approaches (Dawson, 2002; Creswell, 2012). Qualitative approach is a general way of thinking about conducting qualitative research. It describes in a clear and detailed manner the aim of research, the role of the researcher, the stages of research and the method of data analysis. This study adopted qualitative approach to gather comprehensive data from the participants through probing them on the topic under study. Qualitative research uses multiple method to understand and interpret the phenomenon in its natural environment. It needs longer time to dig deep in order to understand the situation through interviews and lesson observations to bring answers (Creswell, 2012).

The study opted for qualitative approach to have in-depth understanding on how teachers make use of media and technologies in the teaching of English in secondary schools, perception, attitudes and challenges they face towards the use of media and technologies in the teaching of English in secondary schools. The three methods which were used in this study to gather detailed data from the participants were semi-structured interviews, lesson observation and document analysis. The tools used were interview guide questions, lesson observation guide, notepad and smartphone voice recorder. Teachers were interviewed, and through interaction, more information was gathered and recorded using a smartphone, documents like schemes of work and lesson plans were checked and notes were written in a notepad. Lesson observation was done following lesson observation guide in its natural setting. This uncovered their perceptions, opinions and practical aspects of media and technologies use in English, within a particular social context (Fraenkel et al., 2012). As such, this approach assisted the researcher in collecting, describing and analysing data from the views and experiences of the participants involved in the study.

3.4   Data collection methods and instruments

Data refers to the kind of information the researcher can obtain on the subject of their research such as age, gender and religion (Fraenkel et al., 2012). There are several tools for collecting data in qualitative research such as field notes, participant observation, questionnaire, interviews, video recording and audio recording. The methods that were used to collect data in this study included interviews, Lesson observation and documents analysis because the research explored perceptions and experiences through such methods. In terms of the tools used, these included Interview Guide, Observation Guide, documents analysis Guide, Field Note Pad and Voice recorder.

3.4.1 *Lesson Observations*

Lesson observation is one of the methods this study used to collect data. The researcher adopted lesson observation because she wanted to observe, hear and gain the reality (real picture) of the participants towards the use of media and technologies in the teaching and learning of English in secondary schools in their natural environment (Shkedi, 2019). The lessons were observed purposefully in line with the resources intended to be used as indicated in the lesson plan and schemes of work. The teachers' lessons were observed as follows, one lesson per 5 teachers and two lessons per four teachers, making a total of 13 lessons which were observed out of 24 lessons, three lessons per each teacher. All the participants had schemes of work and 7 had lesson plans. Besides, the study achieved its intended goal and data reached saturation point. The data which were collected using an observation guide (refer to appendix H on page 102) were followed up with interviews to validate participants' responses. Since observation guides were used, it reminded the observer the key points of the observation as well as the topics of interest associated with each objective.

After the lesson observations, the researcher interviewed the teachers on what they wanted to achieve by using particular media and technology resources or how they used the media and technology resources in question. Observation offered an investigator with the opportunity to gather live data from natural occurrences or social situations. The researcher was able to see the challenges teachers face when using media and technology in teaching English. Observation also allowed the researcher a chance to learn things that people were unwilling to share in an interview. The limitation of observation is that it was expensive since the researcher had to find the resources such as transport to reach the four centers and food to have trustworthy data. In addition, it was

time consuming as the researcher spent more time in classes (natural occurrences) observing lessons. (Creswell, 2012; Fraenkel et al., 2012).

3.4.2 Interviews

Interviews involve the gathering of data through direct verbal interaction between individuals. The most common types of interviews used are unstructured, semi-structured and structured, but the researcher used semi-structured interviews because she explored participant's thoughts, feelings and beliefs about the use of technologies and media in the teaching of English in secondary schools (Creswell, 2012). In addition, the researcher collected open-ended data through open ended interviews. Open-ended interview is an interview in which the researcher asks but does not provide answer options for. They require participants to respond using their own words or sentences. To this end, interview schedule comprising a list of guide questions was developed to ensure consistency. By using an interview guide, the researcher made the interviewee remain comfortable to raise important information and offered clarity on issues by asking additional or follow- up questions (Robson, 2011; Shkedi, 2019). In addition, data was captured by taking notes using a note pad and recording the respondent's voice with a smart phone as a voice recorder.

Semi-structured interviews are the most common interview types used in qualitative research. It is described as one of the most powerful ways in which we understand our fellow human beings (Fraenkel et al., 2012).The study used semi-structured interviews because they allowed the researcher to gather insights and understanding of teachers to identify common media and technologies teachers use in the teaching and learning of English; how they make use of common media and technology resources; evaluate the perceptions of teachers towards the use of media

and technologies in the teaching of English in secondary schools; and discuss the challenges teachers face in the teaching and learning of English in their natural setting (Bryman, 2012) . It helped to collect in-depth (detailed) information towards the use of media and technologies in the teaching and learning of English in secondary schools in order to have rich data.

The purpose of the interviews was to find out what was on the teachers' minds –what they thought and how they felt about media and technology. The people who were interviewed were teachers. Lastly, interviews were an important way for the researcher to refute the impressions she had through observations, and helped to get information that could not be observed. The method helped the researcher to refute the impression she had towards other methods such as lesson observation and document analysis. The researcher used this method to record everything the interviewee said on the use of media and technologies surrounding the teaching of English in secondary schools. Data was transcribed soon after the interview for easy remembering while still fresh. The weakness of interview was that it was time consuming. The researcher took time to move from one school to another to conduct face to face interviews which required more time. Another limitation of interviews was that there was too much data which was difficult to compare in order to have valid data. However, this was dealt with by following what the interview guide (Appendix G, pp. 100 – 101) asked and picked on the data that was valid, and left out all the data that was not relevant.

3.4.3 Documents analysis

Documents are valuable sources of information in qualitative research. They consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, official memos, personal journals, personal notes

and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. Document analysis was chosen to affirm data collected from other sources such as lesson observations and interviews (Yin, 2018). In this research, the researcher analysed primary documents of the selected participants (selected teachers) namely: schemes of work and lesson plans covering the current school term to obtain information about the use of media and technologies in teaching English. Documents represent a good source of data for a qualitative study. They provide the advantage of being in the language and words of the participants who have usually given thoughtful attention to them. They are also ready for analysis without the necessary transcription that is required with observations or interview data (Creswell, 2012). Refer to appendix I, document analysis guide on page 103 which was used to analyse documents.

3.5   Study Population

Creswell (2012) defines a population as a group of people, organisms, events or objects which have the same characteristics. For example, some common characteristics of a population are age, sex, size and educational background. In relation to this study, all secondary school teachers in the Northern Education Division made up the population of the study. The population included the teachers because they were the right people who provided   the right information concerning the use of media and technologies in the teaching of English in secondary schools.

3.6   Sample Size

A sample in a research study is a group on which information is obtained. Sampling refers to choosing a smaller, more manageable number of people to take part in the research. Samples

should be chosen wherever a researcher can obtain data with a reasonable expenditure of time and energy (Fraenkel et al., 2012). The sample size depended on the purpose of the study and nature of the study under scrutiny. In this study, the number of participants were 10 teachers distributed as two teachers per 3 schools (planned, 2 teachers per school) and 4 teachers per one school because teachers shared the subject, some of them were teaching Language while others Literature. Table 1 provides a summary of the participants that were involved in the study.

Table 1: Sample size of participants by institutions, age, gender, experience and their qualifications.

TEACHER	SCHOOL	AGE	GENDER	EXPERIENCE	QUALIFICATION
1	A	25	F	3	Bachelors Education in languages
2	A	29	F	6	Bachelors Arts in Education
3	A	35	M	9	Bachelor's degree in Education
4	A	29	M	3	Bachelor's degree in Education
5	B	29	F	3	Master's degree in Education (Teacher education)
6	B	50	M	19	Bachelor's degree in Education
7	C	30	M	6	Bachelor's degree in Education
8	C	40	F	16	Bachelor's degree in Education
9	D	27	M	5	Diploma in Education (Arts and Languages).
10	D	26	F	4	Bachelor's degree in Education

Source: Field Data (2022)

3.7   Study Site and Sampling Techniques

The research was carried out in four secondary schools in Northern Education Division (NED). All the four schools were co-educational and were chosen to give firsthand information about the problem. There were one conventional secondary school, one-day secondary school, one private secondary school and one Community Day Secondary School (CDSS). The choice of these categories of secondary schools included some schools which used technologies and media such as computers in learning Computer Studies, which is an examinable subject by the Malawi National Examination Board (MANEB), but the interest was on how media and technologies were used in the teaching of English as a subject.

Sampling refers to the process of selecting individuals who will participate in the research. There are two main methods of sampling namely: simple random sampling and purposive sampling. In simple random sampling, each member has un equal opportunity of being chosen (Dowson, 2002 & Cohen et al., 2007). The probability of a member of the population being selected is not affected by the selection of other members of the population. In purposive sampling, the researcher chooses participants for a purpose, and these are people who are knowledgeable of the context. The researcher used purposive sampling which is a feature of qualitative research when choosing teachers. Only experienced teachers of English for Forms 1 and 3 were chosen because they were the ones who were assumed to have the right information on the use of media and technologies, and these classes were exam free, while Forms 2 and 4 were busy writing mock examinations preparing for Junior Certificate of Education (JCE) and Malawi School Certificate of Education (MSCE) examinations therefore, unable to provide enough information (Cohen et al., 2007).

3.8   Trustworthiness

Trustworthiness of the study refers to the degree of confidence in data interpretations and methods of data analysis to ensure the quality of a study. There are four components of trustworthiness in qualitative research that researchers must establish in order to evaluate trustworthiness of results such as credibility which involves the confidence of data; Dependability which is the degree of consistency with which instances are assigned to the same category; Transferability which is the extent to which the results can be applied in other contexts and studies; and Confirmability which refers to the degree to which the findings of the research study could be confirmed by other researchers (Creswell, 2012). In this case, Trustworthiness of the study refers to the degree of confidence in data interpretations and methods of data analysis to ensure the quality of a study.

3.8.1   Triangulation

The researcher triangulated the data that were collected through interviews, observations, and documents analysis to validate its trustworthiness. Leavy (2017) explains that triangulation ensures the use of different methods of data collection and participant's validation in order to develop trustworthiness of the results of the study where two or more methods of data collection in the study of some aspects of human behaviour are used. Triangulation is essential because it can help to overcome basic biasness which would arise from the use of one method. In addition, it promotes validity and creates more in-depth analysis of a research problem. Furthermore, it improves the quality of data that are collected (Dawson, 2002).

There are four types of triangulations such as investigator triangulation: This involves using different investigators /evaluators in an evaluation project within the field of the study. In order to

triangulate this study, the evaluator such as the supervisor and external auditor (member-checker) used the same methods for which their finding was compared. If their findings were similar, then the validity was established. If the results differed, then further studies would be conducted to unveil the truth. Theory triangulation: This involves the use of multiple professionals to interpret a single set of data from outside the field of the study. Interdisciplinary triangulation: This involves researchers from a variety of disciplines to work together on a particular research project. Data methodological triangulation: This involves the use of multiple methods to collect data for a particular study or problem (Fraenkel et al., 2012). If the results are the same from each method, then validity is established. This study used three different methods to collect data such as interviews, observations and documents analysis. This constituted methodological triangulation. Furthermore, negative cases that were not fit to the study were revised until they fit in order to come up with trustworthiness (Cohen, et al., 2007).

3.8.2 Confirmability

Confirmability in qualitative research ensures that the data collected is not affected by the researcher's biasness and preferences, but a true reflection of the experiences and ideas of the informants. It involves the selection of one approach at the expense of the others and explaining all cases of biasness. For example, justification for choosing one approach over the other in this study has been provided and weaknesses of the approach have been thoroughly explained. The research paper was constantly given to the supervisor to check the process of data analysis on the use of media and technologies in the teaching of English. This helped the researcher to come up with trustworthy findings by improving the study with input provided by the supervisor (Fraenkel eta l., 2012). Through member checking, the researcher asked the participants from school D to

check on the accuracy of the verbatim quotes because of shortage of time. The participant affirms that it represents what he narrated.

3.9 Data analysis

Qualitative data focuses on a small number of people and the data collected is detailed. In order to analyse qualitative data easily, the study produced an interview summary form which was completed as soon as possible after each interview. There are many kinds of qualitative data analysis methods such as comparative analysis, thematic analysis, content analysis and discourse analysis. Using comparative analysis, data from various people is compared and contrasted until the researcher is satisfied that there are no new issues to be discussed. In content analysis, the process is more mechanical with the analysis being left until all the data has been collected. This is done by the method known as coding of the content. Using this method, the researcher works through each transcript (Dawson, 2002).

However, this study used thematic analysis. Braun and Clarke (2012) define thematic analysis as a method for analysing qualitative data that entails searching across a data to identify, analyse and report repeated patterns. It also comprises interpretation of data in the processes of selecting codes and making themes. A code is a shorthand representation of some more complex set of issues or idea. Coding involves identifying themes across qualitative data by reading and rereading again the transcripts until the researcher has a clear idea about what themes emerge (Frankel, et al., 2012). A theme is a patterned response delivered from the data that informs the research questions. Frankel, et al. (2012) define themes as typically grouping of codes that emerge either during or after the process of developing codes. The study adopted thematic analysis because it was felt to

be an appropriate and powerful method to understand the experiences, thoughts or behaviour of participants towards the use of media and technologies in the teaching and learning of English in secondary schools. In addition, thematic analysis addressed research questions from personal perspective of people`s experiences to a broader construct in various social contexts (Clarke & Braun, 2013). Furthermore, it gave the researcher flexibility in interpreting data and to approach huge data sets more easily by sorting them in large, deeper themes due to the development of certain social constructs (Varpio & Kiger, 2020). The analysis was highly inductive as themes emerged from the data and were not imposed upon the data by the researcher (Dawson, 2002). The disadvantage of thematic analysis was that the flexible might have led to inconsistency and lack of coherence when obtaining emerging themes from the research data (Holloway & Todre, 2003).

Thematic analysis is used to analyse most types of qualitative data such as interviews, lesson observations and focus groups whereby the researcher scrutinises the data to identify common themes, ideas and patterns of meaning that come up frequently. Thematic analysis was used to: identify media and technology resources commonly used by teachers when teaching English in secondary schools; analyse how teachers make use of media and technologies in teaching English in secondary schools; evaluate teacher's perceptions towards the usage of media and technologies; and discuss challenges which teachers encounter when using media and technologies in English teaching in secondary schools. Thematic analysis was done by following six steps (Zarea & Javad, 2016; Varpio & Kiger, 2020). Firstly, familiarisation of data was done whereby audio recording was transcribed, the researcher transcribed everything which the participants said during interviews. The transcript retains the information needed from verbal accounts which was original.

Preliminary idea for codes that could describe the content were made. The researcher read data collected repeatedly because this stage is about getting to know your data.

Secondly, generating initial codes. Coding helps to organise data at granular specific level. New information that was interesting emerged from data that were coded manually by taking notes. The codes were matched with a section of interviews it referred to. In addition, all the sections that were similar were gathered together. Thirdly, searching for themes, themes were searched by moving the codes back and forth in order to form different themes. Some codes become themes themselves while those which seemed to be unnecessary were placed in temporary mixed themes. Codes which were not fitting with the others were not thrown away because they would be of interest later. Fourthly, the researcher reviewed themes by going back and forth between themes, codes and extract, until confirmed that all the relevant data are coded and have the right number of coherent themes to present data accurately (member checking).

Another step of analysing thematic analysis were defining and naming themes. The researcher named and described what was interesting about each of the themes identified. She also related the story of the themes identified with other themes as well as to the overall interview guide questions. Complex themes which were not giving coherent stories were reworked by going back to phase 4, until they narrated a coherent story. Finally, the researcher produced the report. Themes were presented by quoting what the participants said to demonstrate the findings. In this type of analysis, data collection and analysis take place simultaneously (Cresswell, 2012).

3.10   Limitations of the study

The study, just like any other, encountered some limitations such as lack of cooperation from some participants. In addition, some participants were unwilling to be observed, which enabled the researcher not to observe some of their lessons. Another point, some teachers answered interview guide questions in a hurry because they were rushing to attend other duties assigned by their administrators. Furthermore, some participants were committed with other obligations which made the researcher visit the same school several times. Despite limitations, the researcher was able to collect appropriate data.

3.11   Delimitations of the study

This study delimited itself to four secondary schools in Mzuzu City in the Northern Education Division. The four schools were: one conventional secondary school, one-day secondary school, one private secondary school and one Community Day Secondary School. In addition, not all teachers were involved in this study, but only 10 teachers who teach English and have knowledge on the use of media and technologies in the teaching of English in secondary schools owing to their years of English teaching experience. Furthermore, interviews focusing on technology resources were used, how teachers use them were also conducted with English teachers soon after lesson observations and their documents such as schemes and lesson plans covering the whole term were checked. Finally, challenges and their perceptions towards the use of media and technologies in English teaching were also checked.

3.12 Ethical Considerations

Ethics refers to the questions of right or wrong. The researcher obtained a letter of introduction from the Faculty of Education and clearance from Mzuzu University Research Ethical Committee (MZUNIREC) to conduct research in four schools in NED. The letters were submitted to the EDM in NED and four head teachers of four schools where the research was carried out. Refer to appendix A, B, C, and E on page 92 to 99.

According to Creswell (2012), in educational research, the main principles of ethics are anonymity, informed consent, openness, confidentiality and absence of harm. First, anonymity, a condition in which the identity of subject is not known to the researchers. Anonymity helps to protect the privacy so that the respondent can reveal information that cannot be identified to them. In this study, the researcher employed a number of methods to keep the identity of her participants confidential such as using passwords to protect sensitive computer files and locking drawers where hardcopies were kept. This was done to follow the rules for processing personal information and it also applies to paper records and those held on computers contained in Data Protection Act 1998 and came into force on 1 March, 2000 (Dawson, 2002). Second, confidentiality, this refers to a condition in which the researcher knows the identity of the participants but takes steps to protect that identity. To ensure confidentiality, the method stated above were employed since both confidentiality and anonymity are ethical practices designed to protect the privacy of participants while collecting, analysing and reporting data. It is important to maintain confidentiality in research because it builds trust and rapport with the participants. In addition, ethical standards and the integrity of the research process was maintained. To protect the participants from psychological or physical harm, the researcher maintained privacy and confidentiality.

Finally, Informed consent is another ethical issue to be considered in research and is a key mechanism to protect people identified in all international guidelines which has its basis in respect for persons. Creswell (2012) states that informed consent is the procedure in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions. The researcher explained the purpose of the research to the participants, potential risks and benefits of the study (Cohen, et al., 2011). The participants were assured that their participation in the research were voluntary and that they were free to participate in the research or not, and were allowed to withdraw at any point if need arises. As a matter of acceptance to take part in the study, participants signed an informed consent form (Refer to appendix D on page 99). The researcher also ensured that the rights of the participants were protected by unveiling the information directly to third parties (Dawson, 2002). Preliminary visits were made to the targeted schools, offices, and concerned participants to seek permission to carry out the study with introductory letters as evidence that the data collected were solely for academic purposes.

During data collection, analysis and report writing, participants were assured of their confidentiality as their names and those of their schools were not used, instead pseudonyms or numbers were used for identity purposes such as school A, B, C and D and teacher 1, 2, 3, 4 etc. Once data was collected for this study, it was kept confidentially where it was only accessed by the researcher and the supervisor. Data were reported honestly, without changing or altering the findings to satisfy certain predictions or interested groups (Creswell, 2012; Leavy, 2017).

3.13 Chapter Summary

This chapter has dealt with the methods that were used to collect data. The chapter has also outlined the research paradigm, research design, research geographical area, research setting/sites, sample size, sampling techniques, data methods, data collection instruments, trustworthiness, ethical considerations, data analysis techniques, limitation and delimitation of the study. The next chapter will look at findings and discussion of the findings.

CHAPTER FOUR: FINDINGS AND DISCUSSION OF FINDINGS

4.1 Chapter Overview

This chapter presents data and focuses the findings from interviews, observation and document analysis from school A, B, C and D under study. A total of 10 participants were interviewed, recorded and transcribed. In addition, 13 lessons were observed. Qualitative data is presented following the objectives of the study such as to: identify media and technology resources commonly used by teachers when teaching English in secondary schools; analyse how teachers make use of media and technologies in teaching English in secondary schools; evaluate teacher's perceptions towards the use of media and technologies when teaching English in secondary schools; and discuss challenges which teachers face when using media and technologies in English teaching in secondary schools. Finally, the chapter discusses the findings guided by theoretical framework known as Diffusion of Innovation. Themes emerged after analysing data.

4.2 Media and Technology Resources Commonly Used by Teachers when Teaching English in Secondary Schools

The objective was meant to identify media and technology resources commonly used by teachers when teaching English in secondary schools.

In all four schools –A, B, C and D, the findings which were obtained through interviews revealed that the commonly media and technology resources used when teaching English were as follows in order of most used to the least used: 1. Computer and phones, 2. radio and phones, 3. projectors and TV. Out of 10 participants, only three used computers and one used the phone during teaching.

But the rest used textbooks, pamphlets and chalkboard as teaching resources. In addition, two participants used charts, one from school A and another one from school B. Computer and phones are used rarely due to lack of resources, as teacher 9 from school D stated, on 19th May, 2022 *"Here in Malawi aa... we use them rarely just because of lack of resources. So, the most outstanding media that we are using frequently are books, not computers and cellphones."*

In relation to this, teacher 1 from school A said on 27th June, 2022 *"In Malawi, we don't use media and technologies frequently because we don't have enough resources like phones and wireless to use in the classroom setting".* Furthermore, teacher 2 from school A on 13th July, 2022 remarked: *"Not frequently, but when there is need, I just make sure I find the resources and use it, but usually we don't".* This indicated that it takes the initiative of a teacher to use media and technologies such as computers, if the topic is relevant to it since they do not have adequate computers. This was noted from school A, C and D where the participants used their own laptops during teaching English. One used his phone because the school does not have such resources.

Contrary to the above response, teacher 6 from school B on 27th July, 2022 said, he uses the phone every day when planning his work. He stated *"Almost each and every time I have to go to the computer or phone when preparing the lesson".* Another teacher from school B said, he uses media and technologies three or four times per term if luck is on her side.

The researcher probed to find out if the policy allows learners and teachers to use media and technologies in the teaching and learning of English. Teacher 5 from school C on 7th July, 22 explained that; *"Aaa in Malawi I have seen so many schools using computers in their schools only*

that they use them during the subject of Computer, but most teachers do not use computers in English and other subjects, its rare but the policy allows".

Through interviews and observations, it was found out that in all the four secondary schools A, B, C and D they do not have enough resources such as computers, phones, TVs and projectors but teachers accept the innovation because those who had phones and computers used them during the teaching of English. This might be because they were familiar with them. Therefore, easy to use and others admitted that if they had computers, they would have used them in the teaching and learning of English in secondary schools. This was revealed when the researcher probed to find out if they had computers, would they have used them in the process of teaching and learning of English.

Because of the lack of computers and other technologies in the schools that were visited, it was discovered through classroom observations and document analysis that most teachers use text books and chalkboard frequently because they are readily available. This indicated that teachers were still using readily available resources in the process of teaching and learning of English in the four secondary schools. These led teachers to use teacher centered approach such as lecturing, reading aloud and note taking, which made the lessons boring and some learners were writing notes for the other subjects, some were dozing and others were chatting.

The findings also revealed that most teachers are not using media and technologies. This might be because of lack and shortage of resources such as computers, projectors, phones, radio and TV. in all the four secondary schools as others remarked through interviews that *"Problem of having few*

resources". (Teacher 4 from school A) *"Computers are very few, most of them are not working"*. (Teacher 7 from school C on 7th July, 2022*)*. Participant 5 from school B emphasised that the school has one projector which is used for three departments such as humanities, sciences and Languages. Therefore, on high demand. This made her unable to use it though planned because other teachers from other departments wanted to use the same which was a challenge.

Through lesson observations, it was discovered that teachers had inadequate media and technologies in teaching English in secondary schools. For example, in secondary school A, the teacher used one laptop in a class of 55 learners, the same thing applied to school C where the teacher used one laptop in a class of 58 learners and finally, at secondary school D the class had 40 learners, but the teacher also used one laptop which made learners at the back to have some difficulties to watch what teachers were teaching. Teacher 9 from school D on 19th May, 2022 explained that he used his laptop because the school had no computer or projector to use in the course of teaching and learning.

In addition, in all the four secondary schools, textbooks were not enough. This was also observed during lesson observations. At school D the teacher used one textbook to teach in a class of 40 learners in Form 1. The teacher dominated the lesson. It was teacher centered approach where the teacher spent most of the time speaking, asking learners questions and writing notes on the chalkboard without giving them the opportunity to work in pairs or groups which made them lose interest and started chatting since the lesson was boring. In the other three secondary schools, classes had 12 textbooks used in a class of 58 and 55 learners, which they shared in a group of 6 or 7. But few were concentrating since the others were dozing and playing because the book was

far. In relation to this observation, Teacher 9 on 19th May, 2022 from school D explained, *"here, we are also having problems with the availability of books. We are having few books and this is due to lack of finance"*.

Lastly, documents such as schemes of work and lesson plans were checked. Teachers planned various types of resources like newspapers, pictures, computers, articles, short stories, and textbooks, among others. But during lesson delivery, most teachers used textbooks only. When the teachers were asked as to why they only used text books, Teacher 1 from school A, for example, stated, *"I planned that I can use newspapers, articles and, short stories, but I could not find a lot of newspapers to use in the lesson. So, I used the locally available resources"*.

The study also sought to find out the teachers' comfortability in the use of computers. The teachers were asked, "Suppose you had computers at the school, would you feel comfortable to teach using them?". Teacher 2 from school A on 13th July, 2022 said, "Yes*, it is very simple and straight forward; it makes the lesson very easy rather than mentioning it"*. Teacher 5 from school B on 12th July, 22 added, *"Yes, very much comfortable because when you teach using technology such as computer lessons, they are faster and better for learners than when you are using the local approach"*. Teacher 3 from school A on 30th June, 2022 argued that *"it depends because some do not have technical knowhow on technical knowledge."* This showed that those teachers who said they can adopt media and technologies in the teaching and learning of English in secondary schools, if they were available, they understand its positive and negative impacts, while those who said it depends, indicated that they might understand the importance of media and technologies

and they are ready to adopt them. But the limiting factor could be technical knowhow, hence unable to adopt.

However, for those three teachers who used computers during teaching, it was observed that learners were active throughout the lesson. The aid motivated them and made the lesson lively. They were able to respond whatever the teachers were asking them. Teachers documents such as schemes of work for the whole term were analysed. They planned various resources, for example newspapers, charts, pictures and textbooks among others. In all the four secondary schools, it was observed that textbooks, chalkboards and charts were the commonly used resources, but computers, phones, radios, projectors and TV were rarely used though teachers accept to adopt the innovation. In this regard, the study reveals that teachers of English in all the four secondary schools A, B, C and D are using textbooks, charts and the chalkboard. This might be because they are readily available. Few teachers rarely use Computers, mobile phones, radios and projectors. This might be because in all the four secondary schools, they do not have enough media and technology resources. In addition, some teachers might have a challenge on how to use them.

This research found out that most teachers in all the secondary schools A, B, C and D use textbooks, chalkboard and charts during teaching and learning of English, except 3 teachers from 3 secondary schools. This might be because of lack of resources in all the four secondary schools. This means that computers, projectors and Radio among others are not commonly used resources by teachers in all four secondary schools. Teachers use readily available resources like textbooks, charts and chalkboard. According to Rogers (2003) Diffusion of Innovation theory, these teachers are categorised in the group of adopters known as laggards. They are people who are skeptical

about innovation and change, have the traditional view and are very conservative. These teachers, because of lack of resources and awareness of knowledge on how an innovation works, they take a long time to make decisions of adopting the innovation because they wait until all members of the social system (school) in the same category have adopted the innovation. They will then adopt the innovation when they have seen how successfully an innovation works from the early adopters after trying (trial ability) before putting it in use. These teachers in this study may be classified as conservative, as cling to use (traditional) media and technology resources such as charts and chalkboards in the teaching and learning of English, despite the availability of new resources, for instance computers.

 The theory of Diffusion of Innovation explains that those teachers who have no knowledge on the use of media and technologies are the last to adopt an innovation. Since to adopt an innovation is a long process, at last they will be able to accept the innovation. The theory states that the rate of adopting an innovation for adopters (teachers) is not done at the same time but differently. Little by little (over time), these teachers will use media and technologies like computers and projectors.

In 3 secondary schools A, C and D where computers were used, learner centered approach such as group work and pair work were used, which motivated learners to learn. Perhaps this was because teachers were able to use the adopted media and technologies effectively, that made them achieve the intended objectives. This finding means that media and technologies promote learner centered approach and motivates them to learn if teachers know how to use it. This concurs with the Diffusion of Innovation Theory which states that, teachers will adopt the innovation and use it effectively in classrooms if they know how to operate them (Rogers, 2003).

These teachers from three secondary schools who were able to use computers in their lessons are in the category of early adopters. After knowing the relative advantages of an innovation (which is the first attribute of innovation) and how it works, they were able to accept the innovation and use it in the course of teaching and learning English by tolerating the risk that will happen in adopting the innovation. They are very comfortable in adopting new ideas and they do not need to be convinced because they are aware of the need to change. They have leadership skills and are role models to other teachers at the school as a social system because once they accept the innovation, the rest follows and seek advice and information about the innovation from them since they are knowledgeable. This category of teachers helps the rapid diffusion of an innovation since the advantages are easily seen by their fellow teachers, and obtain support from them as they work in pairs (peer support), therefore, motivated to adopt the innovation quickly. These groups of teachers might have money which enabled them to buy their own computers and use them in teaching English, and could have positive attitudes on the use of media and technologies which helped them to adopt the innovation quickly compared to the teachers who belong to laggards' group. That is why they were the first to adopt the innovation.

The theory states that personal innovations are adopted faster than organisational innovations. That is why the said (above) teachers were able to use their own computers. The early adopters (teachers) are essential in the field of education because they can adopt and use these technologies in the classroom and change the school as an organisation. The media and technologies adopted in the course of teaching English assisted them to use various teaching strategies such as group work and pair work, though not successful due to lack of resources. In relation to this, a similar study was conducted by Ruthven et al. (2004) and the results showed that computers provide a variety

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of classroom activities which motivate and increase learners interest to learn English and promote peer support as they work in small groupworks.

Another point, the study established that media and technologies like computers are not used frequently in English, but only used in computer subjects in the classroom in Malawi. This might be because of lack of computers in schools. The first opportunity to use few computers the schools have were given to teachers who teach computer as a subject compared to other subjects including English. This means that the little computers found in schools are for computer subject that is why it is given the first opportunity to use them. There is a need to provide enough computers in the four schools so that they can be used in teaching the other subjects as well. In addition, it could be that most English teachers did not use media and technologies due to lack of technical knowhow. The finding means that teachers need to be trained on how to effectively use media and technologies like computers and projectors in order to deliver English lessons effectively.

 This agrees with one of the attributes of Rogers' Diffusion of Innovation Theory known as complexity. Complexity refers to the relative difficulties for individuals to understand and use the innovation. If innovation is difficult to use, adoption will not happen. The theory discusses that if media and technologies are not user friendly, it acts as a barrier for teachers to use them in the course of teaching English in secondary schools. Therefore, teachers may use traditional teaching methods instead of media and technologies which the theory encourages.

User-friendly media and technologies are successfully adopted rapidly by teachers in the course of lesson delivery than user-unfriendly (difficult media to understand). Thus, inadequate (lack of

resources) and user unfriendly media and technologies made teachers not to use media and technologies frequently in the teaching of English in the four secondary schools. This is similar to those of Rahman (2015) who agrees with Bauer and Kenton (2005). He found out that teachers there were not using media and technologies because they had no technological facilities instead, they used traditional methods. The results concur with (Rahman, 2015, & Mohammed, 2015). The results showed that the other barrier was lack of important equipment by the university which hindered teachers from using media and technologies in their classrooms.

The study findings are contrary to those of Chimpololo (2019). The study showed that computers were frequently used by science student- teachers who had access to faculty computer labs and belong to Mathematics department; less opportunities were given to other departments where English subject belonged. Such findings were also similar to Zozie (2020). It was noted that media and technologies such as smart phones, the internet, Facebook and personal computers were commonly used by linguistic lecturers at Mzuzu University to give students assignments and short notes while only computers were commonly used in the four secondary schools teaching science subjects.

4.3   How Teachers Make Use of Media and technologies in teaching English in secondary schools

The objective intended to analyse how teachers make use of media and technologies in teaching English in secondary schools. The reports for secondary school A, B, C and D are as follows: Media and technologies help teachers to introduce their ideas in many different ways. The

following themes emerged from this objective. (1) Clarify difficult concepts, (2) attract learner's attention, (3) Source of information, and (4) improve pronunciation.

4.3.1 Clarify difficult concepts

The findings from teacher 2 from school A on 13th July, 2022 revealed that media and technologies were used in the introduction of the lesson to clarify difficult concepts. Some of the concepts were difficult to clarify by just explaining, but when the teacher used media and technologies, learners were able to understand better and follow. This is because they were able to see the real picture of the things the teacher was teaching, which motivated them to learn. She explained: *"You don't waste time explaining something because they are able to see it; it makes it very clear."* Even those with hearing impairment were able to follow. In addition, abstract information was easily clarified and the teaching and learning process became simple. For example, teacher 2 from school A used Computers during the introduction, she showed learners a computer and studied it. She asked learners the use of computers orally. In the development stage of the lesson, the teacher read a story about my laptop and explained the story referring to the resource she put in front of the class which was relevant to the topic. Later own, asked learners questions from the lesson. This was important because the resource helped to clarify difficult concepts such as using charms and magic to upload videos on computers which made learners respond to the questions from the lesson positively.

Teacher 9 from school D revealed, *"Media and technologies are very instrumental in the teaching of English just because they are used to clarify difficult concepts"*. Teacher 8 from school C agreed with all teachers from the four schools when asked if learners grasp the lesson better when media

and technologies are used. She stated: *"Yes, they grasp a lot because they are able to link with whatever they read and with whatever they watch if you use TV or Computer''*.

Furthermore, teacher 1 from school A on 27th, June, 22 said that: *"Technologies are used in the development of the lesson, for example, if you want to explain the concept using a diagram or chat."* In her lesson, she used a chart in the development stage to teach English language, where she wrote types of tenses, meanings and when to use them. She discussed with the learners the three types of tenses, present tense, past tense and future tense, using a chart. The chart showing three types of tenses which was pasted on the chalkboard helped the teacher to explain their meanings and uses. The teacher explained the use of present, past and future tense using the chart. The learners were asked to study examples of each type of tense on the chart pasted on the chalkboard and assigned them to make sentences from each type in pairs. Learners did well because the chart helped to clarify difficult concepts that were unable to understand. This is so because they were able to see from the chart the difference between present tense, past tense and future tense.

Teacher 8 from school C on 4th June, 2022 added that:

> *"We use the computer when we are teaching English so that learners could understand a concept in literature, to understand a plot of a play or novel, for example, we have TV so if we have something on laptop we join to a TV for learners to see properly"*.

In addition, teacher 2 from school A on 13th July, 2022 agreed with teacher C, she said: *"in today's lesson I brought a computer so that everyone else can see, we should be on the same page when I will be talking about the thing they would be able to see what I am teaching"* The teacher was teaching English literature in Form 1. She brought a computer to introduce the lesson on use of computer. In the development of the lesson, she narrated the story "My laptop" where the boy from the village went abroad for further education, after four years he returned home for a short break and was welcomed by his relatives. The boy brought a laptop (small computer) which attracted people's attention to know more about it. He explained referring to it that he uses it to keep typed academic work and research project without it he cannot graduate. During evening, he played different music for the villages to watch since it was their first time to see a laptop. The grandmother, told her grandson as the great magician by using charms to put dancers and musicians in the laptop. Learners were able to follow, connecting the story to the gadget used. In addition, the students described themes, setting and characters of the villagers and grandmother without challenges. The teacher used it in the introduction and the development to introduce and teach the lesson.

These findings indicate that, the resources used in the introduction and development of the lessons, helped to clarify difficult concepts which made the lesson simple for learners to understand in the course of teaching and learning of English in classrooms. This could be that the technologies were used from the beginning of the lesson. Therefore, learners were able to follow but she would have also used it in the conclusion. These findings means that media and technologies contribute to the successfully delivery of the lesson by clarifying difficult concepts. The findings are similar with Bhalla (2013) in his research who discovered that teachers often used computers to show

something in class for clarifying difficult concepts that teachers were unable to explain verbally, and giving assignments to learners. This suggests that if teachers could understand the use of media and technology resources in the teaching of English, it is likely to contribute to the successful delivery of the lessons that can improve the quality of education.

4.3.2   Attract learner's attention

In addition, media and technologies such as computers and projectors attract learner's attention. This was observed at school A, C and D when teachers used computers during lesson delivery. All learners were attentive, the lessons were not boring because they were able to follow what the teachers were teaching, which was relevant to the topics compared to six lessons where teachers used old technologies like textbooks and chalkboard. For example, some learners at school A asked the teacher to proceed teaching though time was against them. In all the four schools, teachers agreed that media and technologies attract learner's attention to learn and make the lesson alive as teacher 5 from school B explained on 12[th]July, 2022:

> *"It also gives the learners the interest just to keep on learning and learning, sometimes you find that the learners are coming to call the teacher to teach them because they don't find lessons boring because of the use of the computers, radio, and phones. No one forces them to learn."*

Teacher 3 from school A concurred with teacher 6 on 27th July, 2022 that learners are attracted to media and technologies as she puts it.

"*Yes, in fact they grasp better in such a way that they are attracted by the use of technology because nowadays, we live in the world of technology, so most of them are better enlightened when they use the same.*"

The researcher probed to find out if a chart can attract the learner's attention. Teacher 5 from school B on 12th July, 2022 as one of the teachers who used chart in the course of teaching explained that:

"*Yes, so much because when the learners look at the chart, they see it as different thing now, unlike the chalkboard which everyone is used to, So, a chart becomes a new thing, that grabs learner's attention.*"

However, during lesson observation, it was noted that teacher 5 from school B on 12th July, 2022 apart from a chart, she used pamphlets. It was also observed that five teachers from four schools used textbooks to teach various topics as a resource to obtain short stories and comprehension questions when teaching English, which did not attract learner's attention. Learners were busy making noise and some were dozing. In addition, during interviews, teacher 7 from school C on 7th July, 2022 elucidated that those learners who do not have knowledge from the grassroots, will not have interest to use media and technologies, while those who know how to use it will take a long time on the task given by the teacher.

The study found out that media and technologies attract learner's attention to learn English in secondary schools which made learners develop positive attitude towards the subject as they interact with each other during teaching and learning. This could be that they contain different colours and pictures which attract learner's attention. The finding mean that media and

technologies help to attract learner's attention through interactions the finding concurs with those of (Ruthven et.al., 2004).

4.3.3 Source of information

Another point, media and technologies are source of information such as computers and phones. The findings of the study from four secondary schools revealed that media and technologies are essential in the teaching and learning of English because teachers can access various   information which are relevant to the planned topics. Teachers can find reading texts from smart phones. For example, teacher 3 from school A obtained a text for note-making from a smart phone. In addition, learners can improve English by listening to conversations on the radio from the native speakers of the language. Furthermore, a smartphone can function as a dictionary for teachers to find meanings of difficult words and the right spellings of words. As a Form 1 teacher 9 from school D, on 19th May, 2022 explained;

> *'Media and technologies are very instrumental in the teaching of English. Phones are used to give the right pronunciations of certain words correctly. If you want to know the right spellings of certain words, that phone can give you the correct form of words.''*

Another point, teacher 8 from school C on 4th July, 2022 revealed that during COVID 19, they created WhatsApp group with learners and parents in each class to give them assignments during holiday to proceed with learning (using mobile phone). Furthermore, teacher 6 from school B on 27th July, 2022 said that:

"Media and technologies are used to facilitate learning because there are some materials you cannot find in hardcopies, so you need technologies to find them, a lot of information is in media such as computers and phones compared to textbooks, where we have limited information, and to highlight some areas that learners need emphasis".

This study found out that media and technologies help teachers to share information among themselves quickly and give assignments to learners through smart phones (WhatsApp) to proceed with learning in their homes during holidays. The findings mean that media and technologies are used to find more information that help teachers to widen their English knowledge and share among themselves. They also use it to give learners assignments through WhatsApp that means during holidays learning proceeds. The new curriculum encourages the use of participatory methods of teaching. If teachers are using media and technology resources, therefore, are able to find and share information that are not found in textbooks among themselves. This could increase the quality of teaching by using various resources, hence, quality education.

The findings are in line with Diffusion of Innovation Theory which explains that one of the key components of diffusion is communication channels. Communication channel is a process in which participants create and share information with one another in order to reach mutual understanding. This communication occurs through channels   between the sources and the receivers which are of two types. One of them is mass media such as TV and radio. Therefore, teachers from all the four secondary schools observed that media and technologies such as computers, radio, TV and smartphones are essential to share information during teaching and learning of English between teachers and students and among students themselves. That is why

they adopted the innovation. Rogers (2003) define observability as the degree to which the results of an innovation are visible to others. Since the media mentioned above are used for communication, learners are able to listen to how certain words are pronounced by the first language speakers observed, therefore, will enable learners to pronounce words appropriately.

Rogers (2003) explains that teachers adopt the innovation if they see the relative advantages of media and technologies which suit their needs (compatibility). Compatibility is the degree to which an innovation is perceived as consistent with existing values, past experiences and the needs of the potential adopters. The teachers observed the following advantages of media and technologies like clarify of difficult concepts, attracts learner's attention, improves pronunciation of words and share information which suit their needs and that is why they adopted the innovation. Similarly, Zozie (2020) also acknowledges that students use media and technologies such as cell phones and laptops during lectures to respond to the questions provided by lecturers. He further states that ODL students used smartphones to learn linguistics in the view that linguistics lecturers used emails for sending students lesson notes, assignments and results. The students also used the phones and personal laptops to access information which has been uploaded on their Moodle portal at Mzuzu university in Malawi. In a similar study, Mofaren (2019) discovered that teachers and students used media and technologies to access various kinds of book publications which are relevant to the curriculum and are used in the course of teaching and learning of English. Therefore, lack of relative advantages and compatibility affect the rate of adoption of an innovation in an organisation.

4.3.4 Pronunciation

Moreover, the report showed that all teachers agreed that media and technologies help learners to know the right pronunciation of words when they listen to BBC news on the radio, since they will hear from the first language speaker unlike when listening to the teacher who is the second language speaker. In addition, teachers can know the right spellings of certain words by using dictionary from the phone in the process of teaching, instead of searching in hardcopies in the staffroom or library while lessons are in progress. All teachers agreed that media and technologies are helpful and effective in the teaching of English. Teacher 8 from school B on 4th July, 2022 on the importance of a radio in teaching English, she disclosed that *"Sometimes we also use a radio so that students are able to listen how certain words are pronounced"*.

There are so many studies which have reached the same conclusion that media and technologies help learners to improve the pronunciation of words. This could be that they were able to listen to the word pronounced by the first language speaker. This finding mean that media and technology are used to improve the pronunciation of words. For example, Odera (2011), results showed that the use of the radio helped students to improve pronunciations of English words as they listened to conversations carried out in English. Hence, they develop confidence and proficiency in speaking English. These findings concur with those of Li (2020). The study found out that English teachers could use computer-aided language to help learners correct pronunciations which can improve their confidence in speaking English. It was also noted that learners can use video from computers to enhance pronunciation skills. Similarly, Wonly and Kristo (2017) discovered that smartphones improve learners' language ability. Therefore, the relative advantages of media and technologies such as radio, computers and smartphones which teachers evaluated to benefit

learners in the course of teaching and learning urged teachers to adopt the innovation (Rogers, 2003).

4.4 Teacher's Perception towards the Use of Media and Technologies when Teaching English in Secondary Schools

Regarding the third objective a qualitative approach was employed to evaluate teacher's perception towards the use of media and technologies when teaching English in Secondary Schools. The theme that emerged from this objective is perception. Most of the participants confirmed that media and technologies have several advantages, except teacher 3 from school A on 30th June, 2022 and teacher 5 from school B on 12th July, 2022 pointed to the issue related to the abuse of mobile phones. When the researcher wanted to know if learners were allowed to use them in class during the teaching and learning of English, they made the following declaration:

> *"Aaa learners are not allowed to use phones to search for information because under our school rules, no learner is allowed to bring phones. If found, he or she is sent on suspension. Learners are not allowed to avoid watching pornography which can lead to school dropout since they would want to practice".*

Teacher 6 from school B on 27th July, 2022 argued that:

> *"The policy allows to use computers but there are some restrictions on the use of phones to learners, yet one wonders, during COVID 19, the government was there on the radio encouraging parents to buy phones for the students. What is the difference that now they are not using?"*

Another participant from school B on 7th July, 2022, said, lack of knowledge for both teachers and learners on how to use phones and computers is another challenge. Once the teacher does not know how to operate the phone learners cannot benefit from it since the teacher is unable to use it.

However, teacher 6 from school B on 27th July, 2022 also reported the need for the government to free their hands on phones. Learners should be allowed to use phones to access academic information. He argues that it is old thinking to prevent learners to use phones, own their own they explore more when burned. He states that, *"we are in the world of technologies; learners should use phones so that they live relevant to the global world"*.

All the participants agreed that media and technologies have so many benefits to both teachers and learners. The reported benefits were related to the facilitation of the educational process in terms of saving teachers and learners time since the content is delivered in a short period of time than explaining. Learners understand the lesson quickly since they are in touch with media and technologies, and arouse their interest to learn. Media and technologies also help learners with hearing and visual impairment to easily understand from the audio as teacher 1 from school A on 27th July, 2022 puts it,

> *"Yaa, I think that will really help. I have learners who have disability and you can speak and speak, they can't hear. Most of the time we ignore them. So, if we can use something like a computer, pictures, notes, I think that can help.''*

Furthermore, teacher 5 from school B on 27th July, 2022 agreed with this point, she explained that; learners participate highly in the lesson because they are in the environment that makes them enjoy

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the lesson and remember the lesson for a long time. In addition, it helps slow learners to grasp more information. Moreover, teacher 9 from school D on 19th May, 2022 added that, when using media and technologies, the teacher creates confidence in learners that they are learning the right materials rather than explaining. Finally, teacher 5 from school B on 27th July, 2022 further explained that the use of media and technologies such as projectors helps our lessons to be learner-centered which the policy encourages teachers to use.

The participants indicated that this is the era of technology that demands the use of media and technologies as teacher 7 from school C on 7th July, 2022 puts it:

> *"Yes, yes for me I value technologies most than just aa doing it orally like the way we do it or traditionally because the world is developing, it is advanced if you see worldwide in advanced countries, the schools use technologies most because they realise that learners have to grow with time".*

Teacher 8 from school C on 4th July, 2022 also mentioned that, *"we are in the world of technologies, and learners should also acquaint themselves with these technologies so that they leave relevant to the global world".*

Media and technologies help to improve learners writing skills. Through interviews, teacher 5 from school B said, learners use computers at their school to compete in writing skills. Another Teacher 7 from school C on 7th July, 2022 had this to say *"we use media and technologies to prepare learners for the future, which is about technologies".* This is what others added:

"Okay for teachers, it helps us to accelerate in the way we are teaching, you can teach a lot of concepts within a short period of time, mainly if you are using a projector. You can have your slides and teach certain concepts".

Teacher 5 from school B on 12th July, 2022 responded that, *"It gives the teacher and students much time for interaction for example when you are using a phone, you can stop the recording, then you interact with students by asking them questions".* The researcher probed to find out if teachers can use media and technologies once provided in schools since they are inadequate. All the participants from the four schools agreed that they can use them. In addition, the researcher further probed to find out if teachers need to go for training on the use of media and technologies in teaching English in secondary schools. One of the respondents from school A on 30th June, 2022 said that,

"There's no specific training or we don't go for specific training with the ministry of education or government in particular aa... but aa... we just have some understanding in general of the same. There are just special arrangements".

This study found out that most teachers have positive perception towards the use of media and technologies in the teaching and learning of English in secondary schools because they stated several benefits such as, it saves time for both teachers and learners. In addition, learners participate highly in the lesson since they are motivated. This might be because they know the disadvantages and were able to use the innovation effectively. Based on this finding, it means that teachers have good perception on the use of media and technologies. This is in line with the study conducted by Mahdum et al. (2019). The results indicated that, 60% of teachers had good

perception on the use of media and technologies, though they had some difficulties related to facilities and knowledge of how to operate them. Similarly, Mohammed (2015) also indicated that teachers who took part in the study had positive attitude towards the use of technologies in the department of English language at Salahaddin University because they had hopes that media and technologies would assist them to motivate their learners and save their time. This is in line with Silviyanti and Yusuf (2015). The study found out that teachers had positive attitudes towards the use of media and technology though non-users did not use ICT in teaching, but because of the knowledge they derived from their personal experience on the benefit of using the internet in teaching English made them have positive attitude.

These findings about the teachers having positive attitudes towards the use of media and technologies because of the benefits they have concur with Rogers (2003) Diffusion of Innovation Theory, one of its attributes which is relative advantage. It refers to the benefits that a person would consider when he or she is deciding to adopt the innovation. The participants pointed to the advantages of media and technologies based on saving teachers and learners time, motivation and attracting learner's attention. Teachers look at the benefits of media and technologies before using it in a classroom, failing which they would be unable to adopt it. Participants also stated that media and technologies are important because they assist them to use participatory methods instead of traditional ones in classroom which the new curriculum emphasises that learners learn more when they interact with one another and discover things on their own. Teachers looked at the complexity (simplicity) of media and technologies which is another factor of the theory that made them to have positive perception because they were able to use the innovation effectively. Media and technologies which have benefits and meet the needs of the schools are adopted quickly by teachers

at secondary schools compared to those with little benefits. Teachers, therefore, had positive attitudes towards the usage of media and technologies in the studies because the technologies had several benefits.

These findings are contrary to that of Dunmire (2010) who argues that although technologies and media have been proved to be effective in teaching English in the whole world, not all types of technologies are effective to improve the educational process. He advises that educators must know different subjects and know which technologies most suit a particular programme in order to achieve the objectives.

This study also found out that some teachers in the four secondary schools A, B, C and D had negative perceptions on the use of media and technologies in teaching English because of lack of technical knowhow, they do not know how to operate computers. The findings means that teachers had negative perception because they do not know how to operate the media and technologies. Incapability makes teachers believe that using media and technologies needs more effort, which decreases their motivation to implement them (Rogers, 2003).

 According to Rogers (2003) Diffusion Theory, an individual can have knowledge and experience on how an innovation is operated, but this does not mean that he or she will adopt or reject the innovation because the attitude of an individual also shapes the adoption of an innovation. The individual shapes his or her attitudes after he or she knows how an innovation works, which reduces the uncertainty of an innovation. It is at persuasion stage where an individual is more sensitive with the innovation. The reinforcement from peers such as early adopter's teachers are

more effective on the opinions and beliefs about the innovation for teachers who are laggards because they reduce their uncertainty, hence influence the adoption or rejection of an innovation after evaluation. Teachers need to be persuaded by peers in order to make confirmation on use of the media and technologies. Therefore, some teachers had negative perception on the usage of media and technologies in this study because they do not know how to operate it. Media and technologies have the following attributes: relative advantages, compatibility, complexity and trial ability are easily adopted and spread by teachers.

Furthermore, the study found out that in Malawi, the teacher training programmes have no deliberate programmes to train teachers on use of various media and technologies. This might not be true because there are courses to train teachers on the use of media and technologies in the teaching of subjects in secondary schools in various universities. For example, University of Malawi offers Educational Technology courses in Curriculum Theory and Practice EDF312 (University of Malawi, 2022). In addition, Malawi Assembles of God University also offers instructional media courses in Bachelor of Education Humanities, course code is EDF 2023 and UCE, its course code is EDF 5043 (Magu, 2018). This finding means that teacher training programmes have deliberate programmes to train teachers on the use of media and technologies. This means that the lack of technical knowhow in the use of media and technology is not necessarily because of lack of training. There could be other reasons for this and this is another gap that may be researched at a different stage.

These study findings about negative perceptions on the use of media and technologies in teaching English because of lack of technical knowhow, they do not know how to operate computers are

similar with those of Mwenefumbo (2016). It was noted that Malawian TTC students had negative attitude towards the use of media and technologies due to lack of knowledge. Such findings are also similar to Rogers (2003) Diffusion of Innovation Theory which states that the use of media and technologies requires someone to have knowledge. According to the theory, knowledge is an essential element if one is to use media and technologies in the teaching of English. Lack of knowledge would lead to negative perception towards the use of media and technologies because it leads to frustration since they are incapable of using the innovation effectively.

4.5 Challenges which Teachers Face when Using Media and Technologies in English Teaching in Secondary Schools

The objective intended to discuss challenges which teachers face when using media and technologies in English teaching in secondary schools. Considering challenges which teachers face when using media and technologies in English teaching in secondary schools A, B, C and D, the following were common: (1). Lack of knowledge to operate. (2). Inadequate time and (3). Network. (4). Lack of power and sockets.

4.5.1 Lack of knowledge

Lack of knowledge (technical knowhow) for both teachers and learners to use computers is one of the challenges the participants stated. Teacher 1 from school A narrated, *"First may be aa some of the things that I can use, I am not capable of using them like computers."*

Teacher 9 from school D stated on 19th, May, 2022:

> *"Thank you very much for that question aa... we are having a wide range of problems when using media and technologies. Some of the problems come in due to lack of knowledge on how best we can use those media and technologies. For example, phones and computers require expertise to use them compared to books which can be easily used by students. This is one of the challenges."*

The study found out that most teachers and learners lack knowledge on the use of media and technologies in teaching English in secondary schools. This finding mean that teachers are unwilling to use it because of technical know-how which concurs with Saka (2021). The result indicated that online learning in secondary schools was a failure because most teachers and learners lack knowledge on how to use computers and phones. The theory also states that for someone to adopt an innovation, there is need to look at its complexity. Not all participants find media and technologies easy to use. That is why one of the participants from school A said, she used textbooks because she does not know how to use some of the gadgets such as computers. Another one from secondary school D added that textbooks are easy to use compared to computers and phones. Teachers cannot use resources which are difficult to manipulate, they prefer something which is easy and takes little time to adopt.

4.5.2   Inadequate time

The findings revealed that there is inadequate time for teaching English using media and technologies in all the four secondary schools A, B, C and D. Two participants, teacher 1 from school A and teacher 6 from school B mentioned the issue of time, 40 minutes is not enough to

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use media and technologies since it requires more time. Another respondent from school C also added that 40 minutes was not enough to use media and technologies such as TV and Projector. Therefore, they arrange extra time after classes (one-hour session) for learners to watch a play when teaching English literature. Furthermore, Teacher 6 from school B on 27th July, 2022 explained.

> *"We have limited time e.g. 40 minutes, so if you want to use a computer and give*
> *chance to students to operate themselves, it requires a lot of time to assist them*
> *because some have no knowledge on how to operate it, that delays the lesson. That*
> *is another challenge."*

Teacher 8 from school C on 4th July, 2022 revealed that their school administrators prohibit them to use the projector when teaching English and other subjects because they are afraid of teachers covering a too much content within a short period of time, which learners will be unable to grasp. They encourage them to use computers but space is also a limiting factor to accommodate learners. She narrated that:

> *"Okay, like the use of a projector, at our school they do not encourage it because*
> *of the fear of covering a lot of stuff within a short period of time. They encourage*
> *the use of TV and Computer, so we cannot teach in 40 minutes".*

The study found out that administrators forbid teachers to use projectors for fear of teaching too much content within a short period of time which may be difficult for students to understand. The findings are similar with Rogers Diffusion of Innovation Theory which explains that adopters (teachers) who belong to a group of adopters known as Early adopters, are the ones who are change

agents in an organisation because they are leaders and are role models for the laggards (teachers) who wait for them to adopt the innovation before themselves. Once the Early adopters have tried the innovation and evaluated that it is effective to use in classrooms and adopt, everyone follows. This makes it to spread quickly, and if they reject to adopt it, the innovation does not diffuse. The same applies to some of the administrators in the four secondary schools in this study, who forbid teachers to use some of the media and technologies in the teaching and learning of English such as projectors, because they observed that it would not be effective. Therefore, rejected the use of teaching and learning of English. The theory claimed that authority figures (leaders) had pressure for the adopters to adopt or reject the innovation.

Thus in this study, the authority figures (headteachers), who are the opinion leaders had power to forbid teachers to use media and technologies in the teaching and learning of English, after observing that it will not benefit the needs of the schools (compatibility). This finding is congruent with those of Rahman (2015) who agree with Bauer and Kenton (2005). They found out that teachers were unable to use media and technologies without being authorised by the administrators. According to Rogers (2003), early adopters (opinion leaders) who are the headteachers, are believed to be significant to the successful adoption of an innovation because once they adopt the innovation, it spreads rapidly because they have authority to bring change to an organisation.

The study also revealed that most teachers failed to use media and technologies in the teaching and learning of English because of inadequate time. This might not be true because English is one of the subjects which was allocated adequate time compared to other subjects. The finding mean

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that English has adequate time. There is need to plan the work properly. According to Rogers (2003) Diffusion of Innovation Theory, time is one of the key components of diffusion in all stages until adoption. Without time, it is impossible to explain the rate of adoption of an innovation which is involved in the following aspects: firstly, the innovation process whereby an individual passes from knowledge of innovation up to its rate of adoption; secondly, the degree of innovativeness of an individual compared to other members of the system. Innovativeness is the degree to which an individual or other units of adoption is relatively earlier in adopting new ideas than the other members of the system.

Finally, an innovation rate of adoption in a system. For example, how many teachers have adopted media and technologies at a given time? Teachers look at the time taken for a particular media and technologies to use (complexity) in the course of teaching and learning of English in secondary schools after being tested by the early adopters. Some media and technologies consume too much time for teachers to understand and adopt, while others require little time to comprehend by most teachers at school, therefore they gain fame and are easily accepted. Therefore, some teachers avoided to adopt some media and technologies in four secondary schools in this study because it might have consumed too much their time since the innovations are difficult to understand.

4.5.3   Lack of Network, Power and Sockets

The findings further indicated that network, lack of power and socket in the classrooms are other challenges which prohibit them to employ the little resources the school provides. This was revealed when the researcher probed why teacher 6 from school B was using textbooks as resources, yet he planned a number of them. The teacher explained:

"But we do not have power in the classroom. There are many students, so we do not have many computers, so I have to use books and again, yes we have a projector Yaa, so it meant to come here in the hall".

In addition, load shading (blackouts), electricity goes out quickly which hinder them to use media and technologies in teaching English in the four secondary schools. Network is also another challenge that teachers face when they want to use media and technologies in teaching English. This was discovered when the researcher probed if both teachers and learners download academic information in the process of teaching and learning. Teacher 7 from school C had this to say, "*Okay we have computers, but they need network, here we have no network. But if we had network, at least we would have access".*

The study found out that on use of media and technologies in the teaching of English in all four secondary schools, teachers face a number of challenges such as poor network, blackouts, and lack of sockets. The findings means that teachers are willing to use media and technologies despite having challenges. There is a need to negotiate with internet providers to provide schools with internet during learning hours. On lack of sockets, it might be because of lack of resources in secondary schools. The four schools need to be provided with resources. In line with these challenges, Rogers (1995; 2003) discuss that members of the school as a society have three thoughts involved before deciding to adopt the innovation. The important thoughts include; what they think about the new innovation; what others believe about the trustworthy of the new idea; and what others think about the new innovation compared to other innovations.

The Diffusion of Innovation Theory state that teachers who belong to laggards will find an opportunity of not adopting media and technologies such as computers, smartphone and projectors (new innovation) since they are skeptical and conservative to change. Therefore, they will proceed using traditional resources which promote learner centered approach because of the challenges they encounter. These findings are similar with Saka (2021) on his study conducted during the COVID 19 pandemic in Malawi. He observed that in Secondary schools, online learning was a failure in the remote areas because of several challenges such as frequent blackouts, lack of electricity, poor network and lack of knowledge on the use of media and technologies such as phones and computers, by both students and teachers.

4.6.   Chapter Summary

The chapter has presented and discussed the findings of the study following the order of specific objectives such as identifying media and technology resources commonly used by teachers when teaching English in secondary schools; analyse how teachers make use of media and technologies in teaching English in secondary schools; evaluate teachers perceptions towards the use of media and technologies when teaching English in secondary schools, and discussing the challenges that teachers face when using media and technologies in English teaching in secondary schools. The next chapter will discuss the conclusion of the research, summary of the main findings, implication, contributions of the study and suggestions for future research.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1   Chapter Overview

The aim of the study was to explore how media and technologies are used in the teaching and learning of English in the four secondary schools in Northern Education Division. The research was guided by the following objectives: identify media and technologies resources commonly used by teachers in the teaching and learning of English in secondary schools; analyse how teachers make use of media and technologies in teaching English in secondary schools; evaluate teachers perceptions towards the use of media and technologies when teaching English in secondary schools and to discuss the challenges which teachers face when using media and technologies in teaching English in secondary schools. Therefore, this chapter provides a summary of major findings, recommendations, contributions of the study and suggestions for future research.

5.2   Summary of Major Findings

The summary of major findings is presented according to the objectives that guided the study. These include:

5.2.1   Media and Technology Resources Commonly Used by Teachers When Teaching English in Secondary Schools

The objective was meant to identify media and technology resources commonly used by teachers when teaching English in secondary schools.

The study revealed that teachers in all secondary schools A, B, C and D were using resources such as textbooks, charts, chalkboards and pamphlets because they were readily available. The study

discovered that in classes where these resources were used, students made too much noise, some were busy writing notes for other subjects, others were chatting and dozing because the lessons were boring since it minimises their active participation. In addition, teacher- centered methods were used such as lecturing and note-making. The study further discovered that in all the four secondary schools, media and technologies such as computers, phones, radios, projectors and TV were rarely used though some teachers adopted the innovation. In addition, the study found out that in schools A, C and D where some teachers used media and technologies during the learning process, students participated highly in the lesson since they were motivated. Teachers used participatory methods, for example group work and pair work that made students to enjoy the lessons despite having few resources.

5.2.2 *How teachers make use of media and technologies in teaching English in secondary schools*

The objective was intended to analyse how teachers make use of media and technologies in teaching English in secondary schools. The study indicated that the resources such as computers which were used in the introduction and development of the lessons helped to clarify difficult concepts for students to understand the lessons and attract their attention. The study also revealed that teachers use of media and technologies to access various information relevant to the planned topic and share among themselves in the teaching and learning of English in secondary schools. Furthermore, the study established that during Covid-19 pandemic, smartphones (WhatsApp) helped teachers to give assignments to their learners at home to proceed with learning English during holidays though it was not successful. Finally, the report showed that all teachers agreed

that media and technologies help students to know the correct pronunciation of words as they listen to the First Language speaker on BBC News.

5.2.3 Teacher's Perception towards the Use of Media and Technologies when Teaching English in Secondary Schools

Regarding the third objective a qualitative approach was employed to evaluate teacher's perceptions towards the use of media and technologies when teaching English in secondary schools. The results showed both positive and negative perceptions of teachers towards the use of media and technologies in the teaching and learning of English in secondary schools. The study revealed that most teachers in all the four secondary schools have positive attitude towards the use of media and technologies, such as computers and projectors among others, regardless of the challenges they encounter because they understand the advantages of media and technology in teaching. In addition, the study found out that some teachers in the four secondary schools have negative attitude towards the use of media and technologies in the teaching of English because of technical knowhow and lack of resources such as computers which frustrate them, therefore unable to adopt the innovation.

5.2.4 Challenges which Teachers Face when Using Media and Technologies in English Teaching in Secondary Schools

The objective intended to discuss challenges which teachers face when using media and technologies in English teaching in secondary schools. The study revealed that most English teachers encounter various challenges which force them not to adopt media and technologies. These include: lack of knowledge, frequent blackouts, network, lack of power and sockets in the

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classrooms, and in adequate time. Furthermore, the study found out that some administrators forbid English teachers to use media and technology resources for fear of teaching too much content within a short period of time. Finally, it was noted that students were not allowed to use phones in search of academic information in the teaching and learning of English, though some had them.

5.3   Conclusion

For teachers to improve the teaching of English in secondary schools which is essential in the Malawian education, there is need for them to adopt the new media and technologies (innovation) such as computers, projectors, smartphones, TV and radios. The use of such innovations promote learner centered approaches which in turn lead to the mastery of the language. This study has found out, however, that most teachers in the four secondary schools that were studied are not using new media and technologies in teaching English despite having good perceptions about these innovations. The reason being lack of technical knowhow on the use of such innovations in the teaching of English. The study argues that with proper training in the use of media and technologies, teachers will use the innovations thereby helping students master the language which is an essential tool for communication in Malawi. Thus the use of media and technologies will improve the quality of teaching English and teaching in general, in turn improving the quality of education as stipulated in the Malawi vision 2063.

5.4   Implications

From the discussion and interpretation of the results, the researcher makes the following implications:

- Provision of new media and technology resources in the four schools by the Ministry of Education or any well-wishers and maintenance of all damaged technologies using the development fund.
- Sourcing funding from different organization for alternative power sources, for example solar and power generators.
- In-service training or Continuous Professional Development programmes for all teachers in the four school on the use of the media and technologies in the teaching of English.
- Revision of the school rules and regulations on the access and use of cell phones in the classroom. That is, revising the rules and regulations to allow students use cell phones in the classroom.

5.5   Contribution to Education

This study has contributed to new knowledge on how media and technology is used in teaching English in secondary schools and the challenges faced by the teachers when using media and technologies. This knowledge will in turn help the Ministry of Education to mount programmes on training teachers on how to use media and technologies in the teaching of English from primary to secondary schools. It will also help the ministry of education to find out means of obtaining adequate media and technology resources to supply in secondary schools.

5.6   Suggested Areas for future research

The research was done in four secondary schools such as one conventional secondary school, one-day secondary school, one community day secondary school and one private secondary school in Mzuzu City in the Northern Education Division. Further studies should be done in similar secondary schools at National level using Diffusion of Innovation theory and should focus on the use of media and technologies in teaching English.

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APPENDICES

Appendix A: Letter of introduction from the investigator

<div align="right">

Elizabeth Kawonga

Mzuzu University

P/Bag 201

Luwinga, Mzuzu

31 December 2021

</div>

The chairperson

Mzuzu University Research Ethics Committee

P/ Bag 201

Mzuzu.

REQUEST FOR RESEARCH ETHICS CLEARANCE

I write to request for clearance so that I conduct a study in partial fulfilment of a Master of Education (Teacher Education) degree of Mzuzu University. I am Elizabeth Kawonga (Medte 1420). I have proposed a study on Exploring the use of technology and media in the teaching of English in secondary schools: A case study of four secondary schools in the Northern Education Division.

As one of the requirements for ethical consideration, I hereby commit myself to protect the image of all participants by treating the information which will be obtained as confidential throughout the whole research process. I affirm that the information will be used for the purpose of the academic study and nothing else.

Your assistance will be highly appreciated.

Yours faithfully,

Elizabeth Kawonga / (Medte 1420).

Appendix B: Letter of approval

	MZUZU UNIVERSITY	Mzuzu University Private Bag 201 L u w i n g a M z u z u 2 M A L A W I TEL: 01 320 722 FAX: 01 320 648
	DIRECTORATE OF RESEARCH	

MZUZU UNIVERSITY RESEARCH ETHICS COMMITTEE (MZUNIREC)

Ref No: MZUNIREC/DOR/22/65   **14th May, 2022**

Elizabeth Kawonga,

Mzuzu   University,

P/Bag 201,

Mzuzu.

Email:

elizabethkawonga2021@gmail

.com

Dear Elizabeth Kawonga,

RESEARCH   ETHICS   AND   REGULATORY   APPROVAL   AND   PERMIT   FOR PROTOCOL REF NO: MZUNIREC/DOR/22/65: EXPLORING THE USE OF TECHNOLOGY AND MEDIA IN THE TEACHING OF ENGLISH IN SECONDARY SCHOOLS. A CASE STUDY OF FOUR SECONDARY SCHOOLS IN NORTHERN EDUCATION DIVISION (NED)

Having satisfied all the relevant ethical and regulatory requirements, I am pleased to inform you that the above referred research protocol has officially been approved. You are now permitted to proceed with its implementation. Should there be any amendments to the approved protocol in the course of implementing it, you shall be required to seek approval of such amendments before implementation of the same.

This approval is valid for one year from the date of issuance of this approval. If the study goes beyond one year, an annual approval for continuation shall be required to be sought from the Mzuzu University Research Ethics Committee (MZUNIREC) in a format that is available at the Secretariat. Once the study is finalised, you are required to furnish the Committee with a final report of the study. The Committee reserves the right to carry out compliance inspection of this

Committee Address:
Secretariat, Mzuzu University Research Ethics Committee, P/Bag 201, Luwinga, Mzuzu 2; E-mail address: mzunirec@mzuni.ac.mw

approved protocol at any time as may be deemed by it. As such, you are expected to properly maintain all study documents including consent forms.

Wishing you a successful implementation of your study.

Yours Sincerely,

Gift Mbwele

MZUZU UNIVERSITY RESEARCH ETHICS ADMINISTRATOR

For: CHAIRMAN OF MZUNIREC

Committee Address:
Secretariat, Mzuzu University Research Ethics Committee, P/Bag 201, Luwinga, Mzuzu 2; E-mail address: mzunirec@mzuni.ac.mw
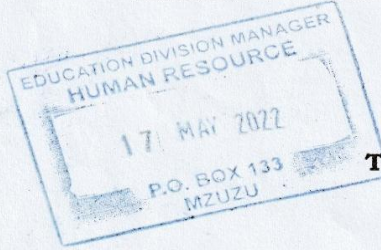
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Appendix C: Letter of introduction

MZUZU UNIVERSITY

Department of Teaching, Learning and
Curriculum Studies

Mzuzu University
Private Bag 201
L u w i n g a
M z u z u   2
M A L A W I

Tel: (265) 01 320 575/722
Fax: (265) 01 320 568
mdolo.mm@mzuni.ac.mw

EDUCATION DIVISION MANAGER
HUMAN RESOURCE
17 MAY 2022
P.O. BOX 133
MZUZU

16TH MAY 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MS ELIZABETH KAWONGA

Ms Elizabeth Kawonga is a registered Master of Education (Teacher Education) Program student at Mzuzu University. She has been cleared by the Mzuzu University Research Ethics Committee (MZUNIREC) to collect data for the research study she is conducting as a requirement for the program.

Kindly assist her accordingly.

Yours faithfully,

Dr Margaret M. Mdolo
Program Coordinator

APPROVED

EDUCATION DIVISION MANAGER
MANAGEMENT
1 7 MAY 2022
P.O. BOX 133
MZUZU

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Appendix D: Informed Consent Form

Mzuzu University Research Ethics Committee (MZUNIREC)

Informed Consent Form for Research in

_____

Introduction

I am Elizabeth Kawonga medte 1420 from Mzuzu University. I am doing research on Exploring the Use of media and Technology in the teaching of English in secondary schools. A case study of four secondary schools in Northern Education Division. This consent form may contain words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask them of me or of another researcher.

Purpose of the research

This research aims to explore how technologies and media are used in the teaching and learning of English in secondary schools.

Type of Research Intervention

This research will involve your participation in a group discussion and/or individual interview.

Participant Selection

You are being invited to take part in this research because you **have the knowledge on the use of technology and media in the teaching of English, therefore you can provide the right information.**

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate nothing will change. You may skip any question and move on to the next question.

Duration

The research takes place for a period of **5 months from 3rd January 2022 to 31st May 2022.**

Risks

You do not have to answer any question or take part in the discussion/interview/survey if you feel the question(s) are too personal or if talking about them makes you feel uncomfortable.)

Reimbursements

You will not be provided any incentive to take part in the research.

Sharing the Results

The knowledge that we get from this research will be shared with you and your community before it is made widely available to the public. Following, we will publish the results so other interested people may learn from the research.

Who to Contact

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact: **Miss Elizabeth Kawonga, Mzuzu University/Bag 201, Luwinga, Mzuzu. Phone Number 0992009666.** (Please give full address and phone number/s)

This proposal has been reviewed and approved by Mzuzu University Research Ethics Committee (MZUNIREC) which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find about more about the Committee, contact Mr. Gift Mbwele, Mzuzu University Research Ethics (MZUNIREC) Administrator, Mzuzu University, P/Bag 201, Luwinga, Mzuzu 2, Phone: 0999404008/0888641486

Do you have any questions?

Part II: Certificate of Consent

I have been invited to participate in research about

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study

Print Name of Participant _Samson Kamazule_

Signature of Participant _Skrln_

Date _2/ June 2022_

         Day/month/year

Statement by the researcher/person taking consent

Appendix E: Consent letter to the district education manager

<div align="right">

Mzuzu university

P/Bag 201

Luwinga

Mzuzu

Cell phone Number 0992009666

</div>

The District Education Manager

Northern Education Division Office

Mzuzu

REQUEST TO CONDUCT A RESEARCH STUDY IN SELECTED SECONDARY SCHOOLS IN MZUZU CITY.

I am a post graduate student at Mzuzu University pursuing a Master of Education in Teacher Education. I am carrying out a research study on Exploring the use of media and Technology in the teaching of English in secondary schools. A case study of four secondary schools in the Northern Education Division.

Therefore, I write to request for permission to carry out this study in some selected schools within your division.

Yours Faithfully,

Elizabeth Kawonga.

Appendix F: Consent letter to the headteacher.

Mzuzu university

P/Bag 201

Luwinga

Mzuzu

The Head teacher

REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a postgraduate student from Mzuzu University pursuing a Masters of Education in Teacher Education. I am carrying out a research study on Exploring the use of technology and media in the teaching of English. A case study of four secondary schools in the Northern Education Division.

Therefore, I write to request for permission to carry out the study in your school. Attached is an introduction letter from Mzuzu university.

Yours faithfully,

Elizabeth Kawonga **(0992009666)**

Appendix G: Interview-guide for teachers of English

1. From the list below, mention the most commonly used media and technologies in the teaching of English.

     (a). Computer and Radio

     (b). Computer and phones

     (c). Radio and phones

     (d). None of the above.

2. At what stage of your lesson development do you use media and technologies?

     (a). Introduction.

     (b). Body

     (c). Conclusion.

     (d). All these stages

3. There are adequate computers for students to use in the school.

     (a). Yes

     (b). No

     (c) . Not sure.

     (d). None of these.

4. For what purpose do you employ Media and Technologies in teaching English?

5. In your view, do learners grasp your lessons better when media and technologies are used to explain your concept?

6. How do you use technologies in the classroom.

7. Are you, in Malawi context, using media and technologies frequently? How often?

8. What are the benefits of using media and technologies to learners and teachers in the classroom? (Give four points).

9. State any three challenges that you face in applying media and technologies in the classroom.

10. Do technologies and media contribute to the effectiveness in the English teaching process?

11. Do you consider the use of media and technologies relevant and helpful in the teaching of English?

Explain your answer.

12. How frequently do you use media and technologies when teaching English?

Thank you for the responses given

Appendix H: Observation Guide.

Lesson context e.g., Subject, Topic, Number of Learners	Objectives of the lesson (Learning outcome)	Media and Technology resources used	Purposes for using these technology resources	How the media and technology resources were used

Appendix I: Document analysis guide

Schemes and Records of work and Lesson plans	Yes	No	Name of resources	Topic or Remarks
1-Do English schemes of work contain media and technology resources**?**				
2-Are the media and technology resources used in English lessons relevant to the topics planned?				
3-Do teachers use media and technologies in teaching English lessons?				
4-Are media and technology resources included in the English lesson plan?				
5- Were the commonly media and technology resources the teacher planned included any of the following: (A). Computer (B). Radio (C). Mobile phones (D). Television.				
6- Do schemes and records of work show consistency in use of media and technologies in English lessons?				
7- Do schemes of work and lesson plans show challenges on the use of media and technologies in English lessons?				