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The Advantages and Barriers of Using Internet in Teaching and Learning

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ABSTRACT

Internet provides easy entrance to electronic world of knowledge on different topics contributed by people throughout the world. It has revolutionized every aspect of human life, especially the field of education and training. This study was conducted to investigate (i) teachers' attitude towards the use of Internet technology, (ii) instructional use of this technology, and (iii) barriers/problems in the effective use of this technology. A sample of 80 under-training student teachers of M.Ed. of Spring 2012 in Wah Cantt. of Rawalpindi Region of Allama Iqbal Open University Islamabad, Pakistan was considered for this study. A questionnaire was used as a research tool.

Collected data were analyzed through mean score and percentage. Main findings of the study revealed that teachers' attitude towards this technology was positive. Though teachers were frequently using this technology in their instructions yet, they need intensive training for the effective use of this technology. Hence, a holistic model for the training of these teachers so that teachers may face the challenges of information era.

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Key Words: Internet, Teaching, Learning, Technology, Barriers, Education

INTRODUCTION

The internet offers a new opening for old fashioned education, and better yet, old fashioned education available in a novel way - potentially available to the many rather than to the few. An old fashioned education (liberal arts) consists in information, critical thinking, creativity, and communication. The Internet augments all four of these components and thus offers at least four different educational benefits. This is the reason that students can do so much with the Internet. Not only can they communicate with international students, they can gain from others' knowledge and experiences, participate in chatrooms, share ideas and solutions and learn about the many diverse cultures out there.

While the Internet does a lot for the benefit of students, parents and teachers, the interactive learning that the Internet provides can help students and parents with little or no skills to learn. Parents can become more involved in their children's education by connecting the school with homes, libraries or other access ports. Teachers can adjust to the different learning styles and in the classroom. They can also set their own pace of teaching. Individual teaching techniques can become more available, which has been proven to be a factor in student achievement. Teachers have the chance to be able to teach at more than one place simultaneously. They may be in a small town but through the Internet, they can be linked to students in more populated areas.

Also, the Internet enables administrators and teachers to spend less time on administration and recordkeeping. This would also give them more time to spend with their students.

Traditional and E-learning approaches		
	Traditional Classroom	E-Learning
Classroom	<ul style="list-style-type: none"> • Physical – limited size • Synchronous 	<ul style="list-style-type: none"> • Unlimited • Anytime, anywhere
Content	<ul style="list-style-type: none"> • PowerPoint/transparency/etc • Textbooks/library • Video • Collaboration 	<ul style="list-style-type: none"> • Multimedia / simulation • Digital library • On demand • Syn & Asyn. Communication
Personalisation	<ul style="list-style-type: none"> • One learning path 	<ul style="list-style-type: none"> • Learning path and pace determined by learner

Source: <http://www.cisco.com>

Internet's Impact on Education

As more and more students gained access to the internet in the 1990's, they soon saw it as a tool for the advancement of learning. Textbooks in some schools were out of date, computer-based courses were often called monotonous, whereas research on the internet moved quickly, was up to date, and included a wide variety of international sources. Students were among the first to realize the impact of the internet on their education—barriers to learning had been removed. Computer-literate teachers, researchers, and scholars saw the opportunity at the same time. **Online education** was born.

Now “learners and Teachers are expected to use ICT for teaching and administration in today's educational systems” (Haydn & Barton 2008). “They also act as change agents for technology integration in their schools” (Zhao et al 2001). “A study on student teachers' beliefs about teaching and learning and technology use found a positive and strong correlation between teachers' beliefs in constructivist teaching and constructivist (or user-centered) use of technology” (Teo et al 2008).

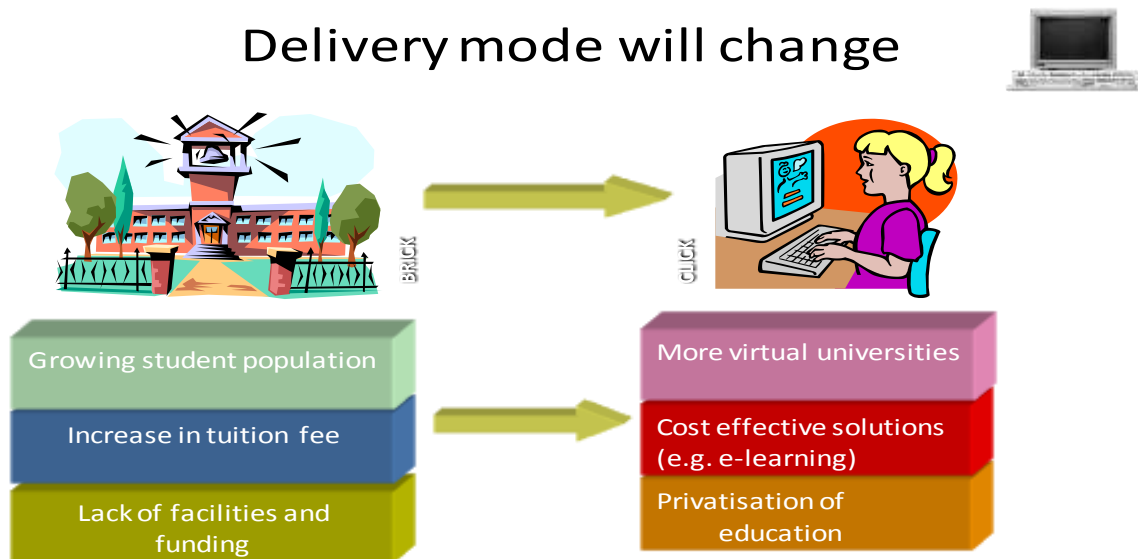
“Teachers are generally open-minded about integrating technology into their teaching” (Zhao & Frank 2003), but it has been observed that their” technology adoption has been slow and below Expectations” (Selwyn 2003) “Research studies have found that teachers' external work Environments” (Ertmer 2005) or “teachers' attitude towards computer use” (Teo 2010; Teo et al Language in India www.languageinindia.com

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2008) may influence how they use technology for teaching. However, Ertmer (2005) argued that although the environmental conditions affecting technology use (e.g. technology infrastructure) have improved, few studies have examined how personal factors such as teachers' beliefs affect technology use in teaching. From their study, Zhao and Cziko (2001) identified that "teachers' perceived ability to use technology, i.e. computer self-efficacy affects their technology use. It is a significant predictor of the intention to use technology" (Teo 2009a). In other words, "teachers' beliefs about their ability to use technology play an important part in shaping their responses to instructional reforms, including technology integration for teaching and learning" (Selwyn et al 2001). It is therefore worthwhile to examine the dimensions underlying their computer self-efficacy, so as to devise strategies to better scaffold their technology adoption process.

Albion (2001) has noted that "teachers' computer self-efficacy is a significant factor determining their patterns of computer use". For pre-service teachers, "their computer self-efficacy significantly predicted their ability to integrate technology use in the classroom" (Litterell et al 2005; Zhao et al 2002).



Source: <http://www.cisco.com>

Benefits of the internet

There are several advantages to using the internet for education like as: Flexibility and variety in mode and appearance, Ease and low cost of access for learners worldwide, Ease of putting student information online, Ease of updating course information, Increasing ubiquity and indispensability. Access to interactive and dynamic material, A million new web pages / day, 200 million people with e-mail - "infinite" resource, Easy to "publish" on the web, Access to people from all over the world, Can be a liberator and give rise to independent learning, Can provide a solid platform for group and/or "real world" projects.

Flexibility and Variety

The flexibility of the internet is perhaps the greatest advantage for online education. At first, some college courses attempted to replicate the traditional college experience: lectures were videotapes so that students off campus could watch them. But, as Bernadette Howlett of ISU so deftly pointed out, it was already apparent that lectures were not the most successful way to impart information to students. Trying to "... replicate classroom teaching in the online environment..." would cause educators to "fail to take advantage of the capabilities of the medium. Some situations may call for video, but not simply to replace the face-to-face lecture."

With the ease of creating websites, including interactive activities, chatrooms, and blogs, online education students and their professors can interact in ways that are familiar to them. For those new to the internet, the online course activities are assimilated easily due to reliance on user-friendly approaches. Even those new to the internet will learn to use it as they progress in their online coursework, finding themselves more and more comfortable as time goes on.

At least one MBA course has been created in which a corporate environment is simulated so effectively that students gain real practice accessing typical documents, attending simulated meetings, creating "real-world" assignments, and essentially gaining on-the-job experience as they learn online.

Ease and Low Cost of Access

Perhaps one of the greatest impacts of the internet on education is the removal of barriers to gaining knowledge. It is no longer imperative that a student move or even travel in order to take a class or earn a degree from the right college. Working professionals who had to travel to and from classes after work now use those travel hours as study hours. For those with disabilities, online study is an even greater equalizer.

With enrollment in an online course and the motivation and responsibility required, a student in a rural area can stay at home and learn online, for example, programming or database administrator skills. Live in rural Idaho and want to study Italian or Principles of International Business? Doable. Retired and want to learn oil painting from your living room? You have only

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to find the right online art course for you. Don't have the funds to attend an ivy-league school? Take an online course for a fraction of the cost.

Working professionals, by far the majority of enrollees in online course enrollment, continue to work full time, raise families, and take necessary courses and, if desired, earn the degrees or credentials they need for advancement and/or salary increases at work. Both they and their employers benefit from this win/win approach: business meetings are attended, business trips are taken, and coursework is completed—at the student's convenience, albeit at 11:00 PM or 5:00 AM in pajamas and slippers. The employer retains the employee's contribution to the organization and benefits from the gain in information and skill. The employee retains his or her job, learns what is needed for advancement, and enjoys family life while being at home.

One area that still requires attention is high-speed access in some rural areas. While most enrollees have such access, many rural areas are still on dialup and students find that some interactive courses that utilize videoconferencing are not possible for them.

Ease and Low Cost of Putting Information Line

Online course technology is constantly improving. Colleges that utilize available, tested technologies from proven vendors find it much easier to move into the online arena quickly than do those who try to invent a new approach.

Online classes now revolve around the faculty and students ease of using chat, email, and interactive meetings to gain and share information. Shy students who might not speak up in class find it easy to key in their ideas during their online class. And the records are retained so those who could not attend are able access the information at a time convenient for them. Students for whom English is a second language (ESL) have multiple chances to review the information and ensure they understood it so they can keep up with their online class.

Ease of Updating Information

Unlike revising a textbook, online course changes can be easily made or new material added to existing online courses. Online class enrollees may receive instantly the results of their exams instead of having to wait for days to know how they did. Student papers can be offered online for review by peers. A new source of information, perhaps a research paper or an editorial, is easily added to the online syllabus.

A major misconception then about education is that it is a formal and distant means to other ends - a means to money, a means to jobs, a means to "success", a means to obtaining skills or at least to obtaining a piece of paper that alleges those skills. Education is often misconceived to the extent that it may appear at the bottom of a chain leading to any or all of those things. That sort of means is not education at all, but rather training, or at best, glorified "voc. ed."

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Education in the context of the worldwide web doesn't mean simply "taking classes on the Internet", nor does it mean learning a set of skills, but rather is a much broader and deeper phenomenon; it is education understood as liberating process. Above and beyond formal "educational settings" on the internet, such as virtual classrooms and the like, the Internet itself is an educational setting. Whereas the ancient Greeks had the polis, Socrates wandering about, and Plato's Academy, today we have the Internet.

Information as Benefit

Information and its distribution are the most obvious educational aspects of the Internet. On the web we can find information that runs as "deep" as physics and philosophy to as trivial as the name of a celebrity's pet hamster. Concrete example of information distribution on the internet ranges from the informality of instant messaging to the formality of online degree programs. Information is available via email, via voice, via online "movies," and through the various blogs and forums now peppering the web. Popular tools such as Google and Wikipedia offer information rapidly, if not always comprehensively. Of course, there are also countless other websites, from library card catalogs to virtual museums that may be researched.

Education may be about liberation, but basic information is required to provide a framework for a truly liberating education. "Knowledge is power", goes the adage. For example, the First Amendment to the U.S. Constitution speaks to freedom of speech and freedom of the press for the same reasons that various regimes (sometimes even including American regimes) try to censor information - knowledge in the hands of the people is "power to the people".

As such, the power of the Internet to put information in the hands of the people cannot be overstated. According to internetworldstats.com, as of 2008, nearly 22% of the world's population were internet users - not a majority, but a growing minority, as the percentage more than tripled from 2000-2008. So, one educational benefit of the internet is then its contribution to the growing availability of information.

Critical Thinking as Benefit

"China now has over 160 million Internet users, making it the second largest market for Internet access globally, after the United States. Adoption of the internet is having a profound effect on the formation and dissemination of culture and even political ideologies since it enables access to widely different kinds of information, news coverage and debate. From the government's perspective, some of these effects are harmful to society, which has underpinned and galvanized a long-term policy of Internet censorship. The government continues to pursue a vision of absolute internet censorship, in which the network is sanitized of subversive concepts, words, debates and events". Source: International Herald Tribune

The case of China illustrates how informational aspects of the Internet jibe with critical thinking aspects and thus education. Critical thinking is the backbone of education as it liberates us by exposing and thus destroying prejudices. Critical thinking is about evaluating truth claims and value claims. In order for critical thinking to effectively occur though, a knowledge base (reference point) is required, a knowledge base that is available on the Internet.

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Thus a second educational benefit of the Internet is its ability to facilitate critical thinking.

Creativity as Benefit

If it is true that in order to create, one must first destroy, then at the very least the Internet offers the destruction (via critical thinking) necessary for creation. Art involves the questioning and/or creating of values, and thus it is at least as much a part of education - liberation as is critical thinking.

The Internet is as much a gaping void of knowledge and values as it is a vast repository of such. The invalid is what provides the Internet with its dynamism. No empty space, no change. For every gap, there is an opportunity to create. For each thesis and antithesis, there is a synthesis hatching. In turn, each synthesis is ripe for destruction followed by creation anew. This process is none other than the educational process writ large. So its provision of opportunities for creativity then is a third educational benefit of the internet.

Communications as Benefit

Nearly as obvious as the informational aspects of the internet are its communications aspects. In fact, the two are inseparable. Information is only good insofar as it is communicated, and communication is only communication as such where information is exchanged. Dialogue can be viewed very roughly as thesis, antithesis, and synthesis. Ideas are put forth, they are scrutinized, and new ideas flow from this.

Concrete examples of give-and-take (dialogical) communication via the internet include email, instant messaging, voice chat, internet phone, blogs, forums, tutoring/coursework, and even webcams, since body language is an underrated type of communication.

Finally, the Internet's contribution to the ease and growing availability of communications comprises yet a fourth educational benefit.

Actionable

Praxis, or pragmatic action, in a sociopolitical framework, can be inferred from the four preceding components of education as offered by the internet. The internet offers a means for education that can be advanced in order to attain the benefit of liberation for individuals. Individuals may in turn act to spur the liberation of entire peoples.

With the help of the internet, barriers can be destroyed and fetters broken by taking critical stances toward social structures. Then through art (broadly understood) and communication (again with the help of the internet) liberation can be won.

Building an e-learning culture



Source: <http://www.cisco.com>

Barriers to internet

The barriers inhibiting the practice of Computer-assisted Language Learning can be classified in these common categories (a) financial barriers, (b) availability of computer hardware and software, (c) technical and theoretical knowledge, and (d) acceptance of the technology.

Financial Barriers

Financial barriers are mentioned most frequently in the literature by language education practitioners. They include the cost of hardware, software, maintenance (particular of the most advanced equipment), and extend to some staff development. Froke (1994b) said, "concerning the money, the challenge was unique because of the nature of the technology." Existing universities policies and procedures for budgeting and accounting were well advanced for classroom instruction. The costs of media were accounted for in the university as a part of the cost of instruction. Though the initial investment in hardware is high, inhibiting institutions' introduction of advance technologies; but Hooper (1995) recommends that the cost of computers will be so low that they will be available in most schools and homes in the future.

Lewis et al. (1994) indicate three conditions under which Computer-assisted Learning and other technologies can be cost-effectiveness: Computer-assisted Learning costs the same as conventional instruction but ends up with producing higher achievement in the same amount of instructional time, it results in students achieving the same level but in less time. These authors indicate that in examples where costs of using technologies in education are calculated, they are usually understand because the value of factors, such as faculty time and cost of equipment utilization, is ignored (McClelland, 1996).

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Herschbach (1994) argues firmly that new technologies are add-on expenses and will not, in many cases, lower the cost of providing educational services. He stated that the new technologies probably will not replace the teachers, but will supplement their efforts, as has been the pattern with other technologies. The technologies will not decrease educational costs or increase teacher productivity as currently used. Low usage causes the cost barrier. Computers, interactive instruction TV, and other devices are used very few hours of the day, week, or month. Either the number of learners or the amount of time learners apply the technology must be increased substantially to approach the concept of cost-effectiveness. There are other more quick and less expensive ways of reducing costs, no matter how inexpensive the technology being used (Kincaid, McEachron, & McKinney, 1994).

Availability of Computer Hardware and Software

The most significant aspects of computer are hardware and software. Availability of high quality software is the most pressing challenge in applying the new technologies in education (Herschbach, 1994; Miller, 1997; Office of Technology Assessment, 1995; Noreburg & Lundblad, 1997). Underlying this problem is a lack of knowledge of what elements in software will promote different kinds of learning. There are few educators skilled in designing it because software development is costly and time-consuming (McClelland, 1996).

McClelland (1996) indicated having sufficient hardware in locations where learners have access to it problematic and is, of course, partly a financial problem. Computer hardware and software compatibility goes on to be a significant problem. Choosing hardware is difficult because of the many choices of systems to be used in delivering education, the delivery of equipment, and the rapid changes in technology.

Technical and Theoretical Knowledge

A lack of technical and theoretical knowledge is another barrier to the use of Computer-assisted Language Learning technology. Not only is there a shortage of knowledge about developing software to promote learning, as shown above, but many instructors do not understand how to use the new technologies. Furthermore, little is known about integrating these new means of learning into an overall plan. In the communication between McClelland and C. Dede (1995), Dede indicated the more powerful technologies, such as artificial intelligence in computers, might promote learning of higher-order cognitive skills that are difficult to access with today's evaluation procedures and, therefore, the resulting pedagogical gains may be under-valued. Improper use of technologies can affect both the teacher and learner negatively (Office of Technical Assessment, 1995).

Acceptance of Technologies

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We live in a time change. Gelatt (1995) stated that change itself has changed. Change has become so rapid, so turbulent, and so unpredictable that is now called "white water" change (p.10). Murphy & Terry (1998a) indicated the current of change move so quickly that they destroy what was considered the norm in the past, and by doing so, create new opportunities. But, there is a natural tendency for organizations to resist change. Wrong conceptions about the use of technology limit innovation and threaten teachers' job and security (Zuber-Skerritt, 1994). Instructors are tend not to use technologies that require substantially more preparation time, and it is tough to provide instructors and learners access to technologies that are easy to use (Herschbach, 1994).

Engaging in Computer-assisted Language Learning is a continuing challenge that requires time and commitment. In 21st century, we realize that technology as such is not the answer to all our problems. What really matters is how we use technology. Computers can/will never substitute teachers but they offer new opportunities for better practice. They may actually make the process of learning significantly richer and play a key role in the reform of a country's educational system. The next generation of students will feel a lot more confident with information technology than we do. As a result, they will also be able to use the Internet to communicate more effectively, practice skills more thoroughly and solve learning problems more easily.

It is hard to overcome historical barriers and resistance to change in learning technology. Instructor-led training is popular and has the advantage that it is often personal (not high tech but high-touch!). Many people still see the classroom as best for cutting-edge advanced skills, group and teamwork activity, and instruction in which face-to-face interaction is crucial. It's safe and predictable. Change to new methods represents risk, uncertainty and instability. The implementation of classroom-based training is easy and something we know how to do, whereas e-learning provides a different level of complexity.

At an organizational level the following barriers to implementation exist, for example persuading management to invest in e-learning, making the case for e-learning, ensuring there is the technical capability to deliver e-learning and there is no difficulty for learners to access the material, overcoming workplace constraints that can impact e-learning, such as supervisors not providing sufficient time for the learning to occur, equipping learners with the skills to participate in e-learning, engaging learners in using e-learning and linking this to employability (making the learning exciting and relevant), measuring the effectiveness of e-learning outcomes and linking them with business targets, overcoming negative perceptions of e-learning (for example, that it is impersonal, or not as good as classroom training, or that the medium is seen as a threat).

At an employee level these are the main predictors of barriers in using e-learning like as organizational–lack of proper policy and planning and supportive culture (for example, time for training, incentives, resources), self-efficacy–lack of behavioral skills such as taking responsibility for learning and time management, computer competence–insufficient computer and Internet skills, and fear of exposure in a new environment.

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MAIN PURPOSE

The main purpose of this study was to see how and how much computer and internet is used in teaching and learning process. The advantages of the internet in education was also evaluated and the barriers in using internet for teaching and learning process was also identified.

OBJECTIVES

To investigate the

- (i) Teachers' attitude towards the use of Internet technology.
- (ii) Instructional use of this technology and
- (iii) barriers/problems in the effective use of this technology

DELIMITATION

This study was delimited to

- 1- Allama Iqbal Open University Islamabad
- 2- Rawalpindi Region i.e Wah Cantt
- 3- M.Ed Programme of spring 2012

METHODOLOGY

It was a descriptive in nature therefore; survey was approach was adopted for data collection.

Population

All the students of M.Ed programme enrolled in spring 2012 in Wah Cantt

Sample

80 students of M.Ed. programme enrolled in spring 2012 in Wah Cantt were taken randomly as a sample.

Data Collection

A questionnaire (on Three point Likert Scale) was administered for data collection.

Analysis of Data

Collected data were analyzed through SPSS XIV by running mean score and percentage.

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Table 1: Advantages of internet assisted learning

Q.No	Statements	A	UNC	DA	Percentage	Mean score
1.	ICT education training is necessary.	80	0	0	100	3.75
2.	The institute delivers ICT resources.	60	5	15	75	2.56
3.	Internet enhances teachers' knowledge and skills.	80	0	0	100	3.75
4.	Internet utilizes the institutes' equipments and facilities.	60	20	0	75	3.12
5.	Internet encourages educational leaders and teacher trainers.	80	0	0	100	3.75
6.	Internet saves time and efforts of both teachers and students.	80	0	0	100	3.75
7.	Technological infrastructure is essential for e-learning.	80	0	0	100	3.75
8.	Internet Provides rich resources.	80	0	0	100	3.75
9.	E-learning Needs well prepared online materials.	80	0	0	100	3.75
10.	E-learning Needs sufficient training courses for implementation.	70	0	10	87	2.75
11.	E-education provides evaluation method.	60	20	0	75	3.12
12.	E-teaching provides efficiency in teaching.	70	10	0	87	2.87
13.	E-teaching Establishes support service such as multimedia.	80	0	0	100	3.75
14.	Variant teaching strategies are required for learning teaching process.	80	0	0	100	3.75
15.	Internet provides standardized content of course materials.	80	0	0	100	3.75
16.	Internet minimizes costs of teaching and learning.	80	0	0	100	3.75
17.	Difficulty in monitoring online evaluation process.	70	10	0	87	2.87

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18.	Easy to monitor teaching and learning process through internet.	70	10	0	87	2.87
19.	Result in decline in online learners achievement.	75	5	0	93	2.93
20.	Internet Causes disintegration of work and loss of consistency in learning.	80	0	0	100	3.75
21.	Internet Reduces teamwork and collaboration between students.	75	5	0	93	2.93

Scale value for this table is, A (Agreed) =2, UNC (Uncertain) =2, DA (Disagreed) =1

- 100% respondents agreed that ICT education training is necessary and Internet enhances teachers' knowledge and skills,
- Most of the respondents agreed that Internet encourage educational leaders and teacher trainers, it saves time and efforts of both teachers and students.
- Many of the respondents agreed that Internet provides rich resources, e-learning needs well prepared online materials, e-teaching establishes support service such as multimedia, variant teaching strategies are required for learning teaching process, provides standardized content of course materials,
- 75% respondents agreed that institute delivers ICT resources and Internet utilize the institutes' equipments and facilities and e-education provides evaluation method.
- 100% respondents agreed that costs of teaching and learning, Internet causes disintegration of work and loss of consistency in learning.
- 100% respondents agreed that Technological infrastructure is essential for e-learning,
- 87% e-learning Needs sufficient training courses for implementation, it Provides efficiency in teaching but Difficulty in monitoring online evaluation process. They also agreed that it is easy to monitor teaching and learning process through internet.
- 93% respond that result in decline in online learners achievement and Internet reduces teamwork and collaboration between students.

Major findings of the study were ICT is need of education. Teachers enhance their teaching skills through information communication technology. 100% respondents agreed with the majority of statements.

Table 2: Barriers to use of internet

Q.No	Statements	A	UNC	DA	Percentage	Mean score
1.	The use computer is complicated	70	5	5	87	2.87
2.	I have no time to learn about the Internet	5	5	70	87	2.87
3.	I have time problem to use it.	60	0	20	75	2.93

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4.	I have lack of facilities	60	0	20	75	2.5
5.	E-learning is difficult due to high cost of Internet access	60	0	20	75	2.5
6.	My connection-speed is too slow	20	0	60	75	2.5
7.	I need to pay to get most academic materials	80	0	0	100	3.75
8.	Often I suffer too many hits for a particular topic	70	0	10	87	2.75
9.	I have lack of knowledge on using the Internet professionally	70	0	10	87	2.75
10.	Please specify any other barrier in using internet for teaching and learning.	-----				
11.	Kindly provide some suggestions for using internet in teaching and learning.	-----				

Scale value for this table is, A (Agreed) =2, UNC (Uncertain) =2, DA (Disagreed) =1

- 87% respondents agreed that use computer is complicated. they have no time to learn about the Internet,
- Many of the respondents agreed that they often suffer too many hits for a particular topic, and they have lack of knowledge on using the Internet professionally.
- 75% respondents agreed with they have time problem to use it. They have lack of facilities, e-learning is difficult due to high cost of Internet access and connection-speed is too slow,
- 100% respondents agreed that they need to pay to get academic materials.

CONCLUSION

- Internet is very useful tool for enriching teaching learning process especially for enhancing research output
- An easy access to electronic ocean of knowledge provides opportunity of intensive and extensive study of subject matter
- Teachers have positive attitude towards the use of Internet.
- Teachers are frequently using this technology for the preparation of their presentations, preparation of handouts for students, saving students' records and searching conferences.
- They are fluent user of this technology for preparing conference papers, giving feedback to the students, communicating with their students, publishing research papers and assessing students' assignments.
- However, they feel some problems in the proper use of Internet for teaching due to lack of hardware, lack of training, lack of software, power failure and lack of technical support.
- The growth of the internet has changed significantly the way we learn.

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- Online education has made it possible for most of us to learn online, to become masters of subject areas, to develop business skills, even to learn meditation from anywhere, any time.
- Online education has a flexibility that enables those enrolled to learn and earn, never missing a meeting, a class, or time with families.
- Working professionals are motivated to learn and to earn online degrees essential for on-the-job advancement, particularly single mothers with children who might have found it impossible to move ahead two decades ago.
- A major advantage of the Internet is the ability to access all types of information from library resources all over the world, including magazines, books, newspapers and journal publications, instantaneously.
- This information increases the learning potential by providing students with the latest information.
- It also expands the resources of a smaller library tremendously.
- Students using search engines can find information quicker and more tailored to their specific needs
- As a disadvantage, educators may consider this information overload. With all of the information available to students, they may find it difficult to choose which information is most important to a topic and also when to stop looking.
- In addition, the validity of Internet sources varies considerably from website to website, which means students can very easily acquire inaccurate or out-dated information online.

THE FUTURE WORLD

Like everything has a trade-in, and so is the use of the internet in education then why not to take the chance of challenging self to a new world of more promising than a few requirements as needed. All it takes for the change no more than the few clicks to have what you want without the cost of time and traveling. And yet, the promising of the future is much more than that.

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