

ABSTRACT

This study is aimed at portraying the perspectives on ICT literacy and the attitudes towards ICT defined by five language lecturers in a tertiary level of education. Their perception of integrating ICT into teaching performance and their ICT experiences were also analyzed. ICT crystallizes to be a significant component of many different aspects of one's expertise as a teacher (Moursund, 2005). ICT broadens the concept of teacher pedagogical performance by integrating its component into educational practices (Bates, 2005; Clark & Mayer, 2011). The ideology, values and practices the teacher brings into classroom to mediate a proper teaching-learning performance matter more significantly than the impact of ICT per se (Andrews, 2004). Despite being ICT literate for lecturers does not necessarily ensure more teaching-learning outcomes, each new wave of ICT-mediated instruction could generate well-predicted improvements in learning (Clark & Mayer, 2011). With a qualitative descriptive approach, both questionnaire and interview were employed in the data collection thereby gathering all information needed to answer two major research problems. The result revealed ICT was considered as a powerful tool to perform teaching instruction and directed the path of positive perspectives toward the need to acquire ICT literacy. Being ICT literate was believed by the lecturers to be as important to attain as they need to overcome professional matters and, with the help of ICT, keep up with their students' situation. A positive sign of attitudes was also showed by the lecturers as they gained more awareness of the importance of the ICT literacy. Thus, it is a need for the lecturers' environment to be ideal and supportive over the enhancement of their ICT literacy.

Keywords: *lecturers, ICT literacy, perspectives, attitudes*