

Perceived Benefits of Integrating ICT in English Language Education: Implications for Adult Learners

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Abstract

This paper addressed integration of ICT in English language education, as well as its implications for adult learners, so as to bring about sustainable self-development of most adults and accuracy during communication involving English language. So, self-developed validated questionnaire comprising three research objectives and descriptive survey research design were employed to generate data from a sample of three hundred (300) consenting adult participants in Nigeria, while Social Learning Theory (SLT) served as theoretical framework for the study. Frequency counts and percentages were used for the data analysis, and findings revealed that most adults in Nigeria lack basic technological literacy to be able to utilize ICT in the process of learning English language. It was recommended that a collaboration between well-trained English language and computer educators be approved to help train these adult learners on how to become ICT compliant while learning English language in this dispensation.

Keywords: Adult, English Language, ICT, Nigeria, Sustainable development

Introduction

The rapid advancement of information and communication technologies (ICTs) has made potential contributions to English language education among adults in different places globally. In fact, the use of technologies definitely provides both young and adult learners with unprecedented opportunities to practice syllables, words and tense that they have been taught in authentic environments that requires English language (Kramsch & Thorne, 2002). For instance, Skype Chat can be used to enhance adult learners' communication ability in English language during interaction, while social networking sites such as Facebook or Twitter can be used to enhance adult learners' writing practice (Dalton, 2011; Cheng, 2012).

English language is not just a new language, as it has its root in west-Germanic language right from 16th century and also utilizes various communiqué in its clarification of certain concepts that may be of importance to a specific audience in a conversation (Crystal, 2003; ESL, 2019). Succinctly, English language education helps in various aspects of life ranging from mere social interactions to economic transactions which occurs daily, as well as aid the empowerment and development of an even sustainable society where equality and self-reliance is maintained (ESL, 2019).

English Language is major means of communication and mirror of human life in this dispensation which aids social, economic, religious, political and academic interactions, as it aids man's personality to impart the common information society (Walter, 2016). The aforementioned implies that integration of ICT into English language education is definitely an essential tool for a number of non-datum and emotions of everyday life in local, national and global spheres because of its numerous functions and preferences over several other languages around the globe.

English language has become an open window to the world in this era, not necessarily the mother tongue of Britain, Canada, USA, Newzealand and/or in their colonies (Dang, 2011; Walter, 2016). Accordingly, it has been found out that the integration of ICT in English language education brings to the adult English language learners great tangible benefits such as motivation enhancement, acquisition of entrepreneurial skills, independence and self-reliance which they crave for, within their society (Schoepp & Erogul, 2001; Fujimoto, 2012). In addition, the integration of ICTs boosts adult learners' motivation because of multimedia capabilities including visual aids, audios, and videos (Altimer, 2011).

An English language education learning experience without the support of ICT has been

found to drain the brain capacity of individuals (whether adult or young learners) who naturally should comprehend simple basic terms or words in English language because they do not or cannot comprehend what is being taught without seeing its pictorial depiction or sampled voice pronunciation through any media app or site. Hence, without the integration of ICT in English language education, the social divide and disparity created in societies between youths who can communicate in English language and adults who cannot, will further deepen. Therefore, knowing the perceived importance of integrating ICT into English language education is the best first step towards assisting adults who are interested in learning English language in various communities of Nigeria.

Objectives of the study

The broad goal of this study was to examine integration of ICT in English language education, as well as explore its implications for adult learners. The specific objectives of this paper are:

1. to examine the importance of ICT in English language education in Nigeria.
2. to explore various ICT tools integrated into English language education in Nigeria.
3. to determine implications of integrated ICT for adult learners of English language in Nigeria.

To accomplish the above aim and specific objectives, the following questions were examined:

1. What are the importance of ICT in English language education in Nigeria?
2. What are the various ICT tools integrated into English language education in Nigeria?
3. What are the likely implications of integrated ICT in English language education for adults in Nigeria?

Importance of ICT in English language education in Nigeria

English has become a medium for business and interactional purposes among other functions in this dispensation, as it plays a major role in every field of study such as medicine,

engineering, education, art and law, music etc. Thus, anyone who is unable to express himself or herself using simple English language expressions seems to be at a disadvantage in this present changing language world of globalization (New Media Consortium, 2005). So, based on the expanse of English language globally, integration of ICT in English language education has inevitably transformed the learning and teaching of English language as a Lingua franca in an unprecedented way (Melor, Maimun & Chua, 2009).

Jung (2006) asserted that the integration of ICT into English language education has made it imperative for adults in this dispensation to compulsorily learn English language using the same ICT that they barely can operate, in other to be able to utilize mobile telephones which is a necessity for their day to day activities. Also, a society where the majority of adults are able to effectively utilize ICT for their learning, such live peacefully and happily because they are able to communicate easily with one another in their environment without any form of rancour from any tribe in their locality (Jung, 2006). Without having the right English language education, adults are certainly not going to be able to effectively survive in this dispensation, especially in their old age, when boredom and lowliness sets in (MOET, 2008).

In every aspect of human life, ICT readily plays a vital role (Kullberg, 2011). Even in the field of education, the integration of ICT has opened a new chapter of existence, as most traditional (aged) methods of teaching English language are not showing great impact on these adult learners of English language. To this end, integration of ICT in English language education has become a veritable tool for motivating most adult learners towards being innovative in their attempt to learn English language, not competition with native speakers of English, but for self-development and reliance without seeking the help of youths to read their SMS or to comprehend simple verbal communication in English language (Liu, 2009).

ICT is an abbreviation for Information and Communication Technology which covers computers, communications facilities and features that variously support teaching/learning and a range of activities in English language (**Dang &**

Nhung, 2020). Actually, the integration and dynamic nature of ICT in English language education has the potential to provide opportunities to adult English language learners without any difficulty in terms of pronunciation of words or identification of items by their names, search for a job, interviews, migration etc. (Jung, 2006). Thus, integration of ICT into English language education gives a chance to English language teachers as well as adult learners to increase the quality of education and meet the requirements set by the coeval knowledge society in this dispensation where English language is a paramount necessity for existence and survival.

Various ICT tools integrated into English language education in Nigeria

There are various ICT which can be integrated into English language education in Nigeria and each one of them has its unique ability to provide more opportunities for communication between peer learners, as they often involve a two-way exchange of knowledge between home and school/ college (Collis & Moonen, 2001; Ammanni & Aparanjani, 2016). Among the various ICT which can be integrated into English language education in Nigeria include; Computer Assisted Language Learning (CALL) which is a broad and an ever changing discipline that instigates any process in which an adult learner uses a computer and as a result improves his or her English language and this may come in CALL software, CD-ROMS or subject software applications.

Online learning is another ICT offer that builds the relationship of the adult learner with websites in English language having print or audio based texts which conversely improves interaction and communication prowess of adult English language learners because it saves our time and energy, as well as shame. E-Book and audio-books are electronic version of a traditional print book that can be read by using a personal computer (e.g. iPods or kindle) to improve the teaching and learning skills of adult English language learners in their classroom and/or homes, as it sometimes contain images, info graphics, posters, video, and text, audio and so on. While audio-books are recordings on CD or digital file of a book which are read aloud, and most appropriate for adult English

language learners who are craving for learning English with stories, as they come in four language systems; phonological, semantic, syntactic and pragmatic (Chen, 2008).

According to Walter (2016), webinar and mobile educational apps are the best interactive self-learning live presentation, lecture or workshop that happens in real time as adult English language learners can participate through chatting, video-chatting, file-sharing or asking questions with a microphone, and both are more helpful in learning grammar, as they furnish adult English language learners with quizzes, games, dictionaries, podcasts and tests. Some mobile apps which aids English language learning and teaching are Dictionary.com, Hangman, Grammar's, Quizmaster, 60-Second Word Challenge, Mobile Air Mouse, Ankhil Flash Cards, English Idioms Illustrated etc.

Furthermore, in this dispensation, the use of Audio-Visual-Aids and mobile phones are inevitable for adult English language learners because both comprise a new genre in the field of teaching and learning of English language. Apart from the topical and innovative teaching techniques of Audio-Visual-Aids and mobile phones, they are both handy in each adult English language learners' pocket and do function in many ways like the addition of texting, email, functions etc (Melor, Maimun, & Chua, 2009; Walter, 2016).

Implications of integrated ICT in English language education for adults in Nigeria

Implications of integrated ICT in English language education is not only limited to adults in Nigeria, as It applies to both learning and teaching context globally. Actually, 'ICT' is an abbreviated term used to describe various forms of technology used for creating, displaying, storing, manipulating, teaching, learning and exchange of information (Kern, 2006). To this end, a major implication will be that majority of the adult learners will have to spend more time learning how to utilize ICT for English language learning purpose, as well as depict resilient positive attitude in the process of learning ways through which they can benefit from the compulsory integration of ICT in English language learning.

Likewise, adult English language learners will, of necessity, have to learn how to utilize the

availability of ICT tools in English language Education for a greater variety of non-learning activities that will assist them in gaining a deep understanding of vocabularies that will shed light on how best to determine their learning outcome (Fujimoto, 2012). Similarly, the learning of English language by most adults has been found to easier with the support of ICT(Adebayo, 2014).Davies and Hewer (2009) asserted that most adult English language learners will expect the English language teacher to instruct them on how to search for and use ICT learning resources on the Internet, due to their lack of technological and information literacy search skills.

Implying that there should be information literacy search skills workshops alongside English language education to give these adult English language learners comprehensive directives on how to explore online resources to maximize their English language learning. Finally, despite the fact that the investment on technology such as computers, and internet, access to ICT is not readily available for free, except the adult English language learner is ready to pay for such technology to be able to engage in English language learning. Therefore, it calls for adult English language educators to provide adult English language learners with useful information technology knowledge that will enable these special learners to purchase and utilize ICTs in learning English language effectively.

Without any doubt, integration and utilization of ICT in English language education will help most adult English language learners in Nigeria

and beyond, to write, read, speak and express themselves in English language without any restriction, fear or obstacle of any sort (Gomes, 2010). Essentially, as far as the adult English language learners' expectations of using ICT to study English are concerned, most of them hoped that ICT should be used more often for the teaching and learning process only. Although, a small number of English language teachers in Nigeria employ ICT in their teaching and encourage their students or teach them how to do so (Dogoriti, 2010). Nonetheless, Dang (2011) posited that limited use of ICT by the English language teachers should however be encouraged and ensured to avoid increasing workloads of the adult English language learners.

Methodology

Three research questions were examined through a descriptive cross-sectional survey with the aid of a questionnaire in line with the aim of the study which was to examine integration of ICT in English language education, as well as explore its implications for adult learners. Simple random sampling technique was used to select a sample of three hundred (300) consenting adult participants who participated in the study from the population of adults resident in Nigeria from 1st of May 2021 to 30th of June, 2021. Data was analyzed using simple percentage and findings of the study were stated thereafter.

Research Question 1: What are the importance of ICT in English language education in Nigeria?

Table 1: Analysis of perceived importance of ICT in English language education in Nigeria.

S/N	Importance of ICT in English language education in Nigeria	YES	NO	TOTAL
1.	Integration of ICT in English language education hinders most adult from learning English language in this era.	279 (93.0%)	21 (7.0%)	300 (100.0%)
2.	Integration of ICT in English language education enhances the learning rate of adult learners.	296 (98.7%)	4 (1.3%)	300 (100.0%)
3.	ICT in English language education tools aids communication, learning and economic life of adults in general.	264 (88.0%)	36 (12.0%)	300 (100.0%)
4.	Integration of ICT in English language education plays no role in the learning of English language by adult learners.	34 (11.3%)	266 (88.7%)	300 (100.0%)
	TOTAL AVERAGE	218.0 (72.8%)	82.0 (27.2%)	300 (100.0%)

From table 1 above, 279 (93.0%) respondents opined that integration of ICT in English language education hinders most adult from learning

English language in this era, 296 (98.7%) agreed that integration of ICT in English language education enhances the learning rate of adult learners, 264

(88.0%) affirmed that ICT in English language education tools aids communication, learning and economic life of adults in general, while 34 (11.3%) respondents confirmed that integration of ICT in English language education plays no role in the learning of English language by adult learners. Thus, the total average weight (72.8%) clearly showed that

integration of ICT in English language education plays an important role in the learning of English language by adults (as well as youths).

Research Question 2: What are the various ICT tools integrated into English language education in Nigeria?

Table 2: Analysis of various ICT tools integrated into English language education in Nigeria.

S/N	ICT tools integrated into English language education in Nigeria.	YES	NO	TOTAL
1.	Computer Assisted Language Learning tool' is of importance to adult English language learners?	252 (84.0%)	48 (16.0%)	300 (100.0%)
2.	online learning tools' are significant to adult English language learners in this dispensation?	227 (75.7%)	73 (24.3%)	300 (100.0%)
3.	e-books and audio-books' are of benefits to adult English language learners in this dispensation?	289 (96.3%)	11 (3.7%)	300 (100.0%)
4.	'Audio-Visual-Aids and mobile phones' greatly support the learning of English language by adult learners.	297 (99.0%)	3 (1.0%)	300 (100.0%)
	TOTAL AVERAGE	266.2 (88.8%)	33.8 (11.2%)	300 (100.0%)

From table 2 above, 252 (84.0%) respondents revealed that 'Computer Assisted Language Learning tool' is of great importance to adult English language learners, 227 (75.7%) reported that 'online learning tools' are very much significant to adults who wish to learn English language in this dispensation, 289 (96.3%) of the respondents agreed that 'e-books and audio-books' of any benefit to adult English language learners in this dispensation. While, 297 (99.0%) of the respondents asserted that availability of Audio-Visual-Aids and mobile phones' greatly support the learning of

English language by adult learners in Nigeria. Thus, the total average weight (88.8%) revealed that the various ICT tools integrated into English language education are of great importance to adults (youths inclusive) who wish to acquire English language with little support from the physically present English language teacher.

Research Question 3: What are the likely implications of integrated ICT in English language education for adults in Nigeria?

Table 3: Analysis of likely implications of integrated ICT in English language education for adults in Nigeria

S/N	Likely implications of integrated ICT for adult learners of English language in Nigeria	YES	NO	TOTAL
1.	Integration of ICT in English language education increases demand for technological literacy by most adult English language learners.	297 (99.0%)	3 (1.0%)	300 (100.0%)
2.	Integration of ICT in English language education reduces the need for an English language teacher by most adult English language learners.	13 (4.3%)	287 (95.7%)	300 (100.0%)
3.	Integration of ICT in English language education makes learning materials more difficult for most adult English language learners.	140 (46.7%)	160 (53.3%)	300 (100.0%)
4.	Integration of ICT in English language education inflates the cost of learning for most adult English language learners.	271 (90.3%)	29 (9.7%)	300 (100.0%)
	TOTAL AVERAGE	180.3 (60.1%)	119.7 (39.9%)	300 (100.0%)

From table 3 above, 297 (99.0%) respondents affirmed that integration of ICT in English language education increases demand for technological literacy by most adult English language learners, 287 (95.7%) believed that integration of ICT in English language education will not reduce the need for an English language teacher by most adult English language learners. Similarly, 160 (53.3%) opined that integration of ICT in English language education does not make learning materials more difficult for most adult English language learners. While 271 (90.3%) posited that integration of ICT in English language education inflates the cost of learning for most adult English language learners. Thus, the total average weight (60.1%) revealed that there are likely implications of integrated ICT in English language education for adults in Nigeria. Nonetheless, the need for integration of ICT into English language education is inevitably necessary for all.

Discussion

From the study, it was found out that there are numerous importance associated with the integration of ICT in English language education, despite its implications for adult learners because the essentiality of ICT is not merely designed to meet the educational, economic or communication needs of adults alone. It was discovered also that without ICT being fully integrated into English language education for adults in Nigeria and beyond, learning of English language will be unexciting and so difficult for adults because majority are under pressure to regulate their economic and marital affairs, while a few who are economically and martially stable, are so bored with life that adopting a newer innovation seems like a consolatory move for them. Therefore, the integration of ICT tools into English language education programmes for adults is of great importance, and beneficial for their comfort, convenience and pleasure to sustain their learning.

Also, the study revealed that integration of various ICT tools in English language education seem difficult for most adult English language learners to utilize, due to the absence of elementary English language mastery that is required to successfully operate these existing ICT educational tools. Hence, there is need for

collaborative efforts of adequately trained English language educators and computer instructors to provide meaningful assistance to these adults in different communities within Nigeria.

Integration of ICT in English language education comes with implications associated with English language learning, especially as it relates to adults in a developing country like Nigeria. In the words of Darasawang and Reinders (2010), ICT has an aspect of online language support system which has successfully assist in endorsing learner sovereignty (so adult English language learners are not excluded) and self-motivation. In actual sense, the multifaceted variety of ICT tools in English language education include visual aids, sounds, video clips, animations etc., and the sole intent of all these ICT integrated tools is to motivate adult and young learners, attract their attention and elevate their interest in learning English language with less effort (Kuo, 2009).

Recommendations

Based on the findings and conclusions of the study, the followings were recommended:

1. Employment and collaboration between well-trained English language and computer educators must be adequately ensured in various extra-murals in different communities within Nigeria, so as to ascertain equal comprehension and learning outcomes.
2. More poverty alleviation and educational support programmes should be made readily available for adult learners of English language in Nigeria by foreign allies (e.g. United Kingdom) in form of academic aids and financial support.
3. Further qualitative study should be carried out to ascertain and disseminate adequate facts about the usefulness of acquiring English language in this dispensation by most adults in Nigeria through the support of both Federal and State Governments.
4. All adults involved in the learning of English language should be provide free job slots in both rural and urban

communities across Nigeria to enhance a wider coverage and participation.

5. There should be provision of monthly stipends as a form of motivation by the federal government of Nigeria to adults age 60 and above, who are interested in acquiring English language education, so as to achieve equal education development across Nigeria.

Conclusion

The integration of ICT in English language education for both adult and young learners of English language are increasingly becoming intrinsic tools in the scope of teaching and learning, as it has consequently help to enhance availability of quality English language learning materials, thereby creating autonomy of learning for adult learners. Similarly, communication excellence by most adults has been improved through the integration of ICT in English language education. Thus, English language curriculums has been made easy by integrating ICT to promote equal cultural diversity, strengthen positive motivational effects and raise self-esteem of most adult learners.

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