

# English Language Teaching: The Place of Information and Communication Technology Tools

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## Abstract

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*We investigated the degree of usage of Information and Communication Technology (ICT) resources by English Language teachers taking a sample of 64 English Language secondary schools teachers in Ijebu-Ode and Odogbolu Local Government Areas of Ogun State, South - West, Nigeria. The sample was done using stratified random sampling technique which involved thirty-five secondary schools in the Local Government Areas of the state. Data were collected with a questionnaire and analysis was done using frequency counts and simple percentages while t-test was used to test the hypotheses at 0.05 level of significance. The results showed that gender difference has a significant role to play in the attitude of English Language teachers towards the utilization of Information and Communication Technology resources but being an English Language teacher in the junior or senior secondary school does not play any significant role in students' attitude towards utilization of ICT among English Language teachers. The study recommended that more efforts should be put into making all teacher-trainees in teacher training institutions to be conversant with the efficient use of ICT for instructional delivery.*

**Keywords:** Teaching, Instruction, Methodology, Teachers

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## Introduction

The attainment of western education has become one of the most important instruments for the attainment of rapid socio-economic, political, scientific and technological development in contemporary societies. Consequently, governments world over had continued to place preference on the development of education. It is however important to note that English Language had played very prominent roles in western development, education inclusive.

English Language is a borrowed language with huge peculiarities. It is said to be the native speech of barely 15 million people in early 19th century, but today it is the official language of one-fifth of the world (Ofodu and Oluwatummbi-Oso 2021).

English language is one of the most prominent languages of colonization in Africa, Asia, and the islands of Central and Southern Pacific. It is presently the most widely studied language in areas where it is non-native, and it is the chief foreign language of instruction.

Considering the relative importance of the subject, the National Policy on Education (2004)

states that English language is to be taught as a subject from the primary level to the tertiary level. In Nigeria, English is actually taught at all levels but quite unfortunately with appalling methods that that does not enhance students' performance in the subject.

Modern technology has made teaching easy, exciting, instructing and interesting. Through the use of computers and some other teaching aids, students' performance in English language can be enhanced. It is however unfortunate that most schools cannot boast of a language laboratory let alone an ICT laboratory. Ofodu and Oluwatummbi-Oso (2021) asserts that the world could be brought to the classroom through technology and that ICT appears to be effective teaching aids that can pass for a new method and a point of departure from the traditional teaching method.

Research studies (Ogunsanya 2021; Omosewo 2020; Ogunnaike 2000) had established the place of educational resources in the teaching and learning process. However, there seems the dearth of literature on the place of technological resources on English language

learning and teaching. Ofodu (2007) investigated literacy educators and their ICT awareness level and found out that many literacy educators were not information and communication technology compliant as many of them have no computers and e-mail addresses. Many countries have embraced and stressed the need to use ICT to reinforce instruction and had, within a very short time, become one of the basic building blocks of modern societies. Contemporary nations now regard understanding ICT and mastering the basic skills and concepts of ICT as part of core education, alongside reading, writing and numeracy. The rapid rate at which ICT had evolved since the mid twentieth century, its vast and unprecedented applications has given it a strong role in contemporary development and globalization. It has a significant impact on all areas of human activities in this 21st century.

The field of education has been particularly affected by ICT which has undoubtedly affected teaching and learning. ICT has the potential to accelerate, enrich and deepen skills, to motivate and engage students, to help relate school experiences to work practices (Lawal, 2020). ICT has introduced new strategies for teaching and learning and this has great potentials in assisting both teachers and students. On the part of teachers, it enhances research potentials and access to a variety of materials needed for teaching, if properly harnessed. Students are at great advantage with the availability of internet resources as this enhances their academic achievement as they have access to variety of materials needed for learning.

Ramirez (2003) carried out a study on the impact of the internet on the reading practices of college students at the National University of Mexico. His findings revealed that there was a growing interest in detail reading and that a significant percentage of the sampled students is increasingly dependent on the internet of their school-related activities because it was easy and fast. Schumacher and Morahan-Martin (2014) argued that females have less overall experience with computers, and are more likely than males to have negative attitudes towards computers. It was also found that there were significant differences between male and female in computer experience and attitudes towards computers. It was found that

males were more likely to take High School courses requiring computer use and reported higher skills in applications such as programming, games and graphics. Males were reported to be more experienced and demonstrated higher skill level with the use of the internet, except for e-mail than females.

Since teachers, as facilitators in the instructional process occupy very sensitive position in the school system as they are saddled with the task of implementing school curricular, then it becomes important for a study of this nature to be carried out. This is because ICT, being a universally recognized tool of effective instruction, the skill of the teacher to meaningfully adapt the technology to this task goes a long way to determining the extent of school achievement of their students. Regrettably, the measures taken by government to increase awareness and consequently the use of ICT resources, especially the internet had not yielded the desired result as sufficient awareness and access to the use of ICT resources for academic purposes still leave much to be desired.

Information and Communication Technology (ICT) tools are gadgets and equipment that are used to access, retrieve, convert, store, organize, manipulate and present data and information. Ayelaagbe (2019) described ICT as the acquisition, processing, storage and dissemination of vocal, practical, textual and numerical information by a micro-electronic based combination of computing and telecommunication resources. In essence, ICT is the use of computer - based information system and communication systems to process, store and transmit data. It is an umbrella term that includes any communication devices, encompassing radio, television, cellular phones, computer network, hardware, software, electronic mail, facsimile, satellite systems as well as the various services and application associated with them.

### **Problem Statement**

The place of English Language as them major medium of communication in teaching and learning in Nigeria cannot be over-emphasized. In the same vein, the place of Information and Communication Technology in

modern instructional trends cannot be under-rated as it has placed instructional processes at great advantages of individual instructional, self-paced learning, among others. Since teachers are at the implementation end of the English Language curricula, it is necessary to evaluate the extent of use of ICT resources among them. It is in this regard that this paper examines the extent of utilization of Information and Communication Technology by English Language teachers in secondary schools in Ijebu-Ode and Odogbolu Local Government Areas (LGAs) of Ogun State, Nigeria

### **Research Questions**

The following research questions guided the study:

- a. What are the sources of use of ICT resources by English Language teachers in Secondary schools in Ijebu – Ode and Odogbolu LGAs of Ogun State?
- b. What are the sources of use of ICT resources by English Language teachers in Secondary schools in Ijebu – Ode and Odogbolu LGAs of Ogun State?
- c. How often do English Language teachers in Junior Secondary schools in Ijebu-Ode and Odogbolu LGAs of Ogun State use ICT resources?

### **Research Hypotheses**

The following research hypotheses were tested at 0.05 level of significance:

- Ho<sub>1</sub>: There is no significant difference between male and female English Language teachers in Secondary schools in Ijebu-Ode and Odogbolu LGAs of Ogun State.
- Ho<sub>2</sub>: There is no significant difference in the extent of use of ICT resources between English Language teachers in Junior and Senior Secondary schools in Ijebu-Ode and Odogbolu LGAs of Ogun State.

### **Population and Sample**

The population is made up of all English Language teachers in public and private secondary schools in Ogun State. Thirty-five (twenty-seven

public and eight private) secondary schools in Ijebu-Ode and Odogbolu LGAs of Ogun State were selected for the study. Two English Language teachers (one from Junior Secondary and one from Senior Secondary) were taken in each of these schools making a total of seventy English Language teachers using the stratified random sampling technique during the 2018/2019 academic session.

### **Instrumentation**

The study was carried out using a questionnaire titled 'Utilization of Information and Communication Technology (UICTELI) by English Language instructors' which was designed by the researchers with two parts: A and B. Part A elicits demographic information of the respondents while part B covers items on frequency, sources and areas of ICT and ICT-related resources usage by English Language teachers. Draft copies of the questionnaire were made available to two experienced colleagues in one of the tertiary institutions in Ondo state for them to examine the scope, coverage and relevance of the items. Their suggestions led to necessary modifications in the instrument before final copies were made for administration. The instrument produced a reliability co-efficient of 0.86 when it was administered on selected ten English Language teachers in Badagry local government area of Lagos State with similar demographic characteristics. A total of seventy questionnaires were distributed by the researchers with the co-operation of principals in each of the sampled schools. However, only 64 questionnaires were properly completed and returned for analysis.

### **Method of Data Analysis**

The demographic information of respondents were analyzed using frequency counts and simple percentages while t-test was used to test the hypotheses.

## Results

**Table 1:** Demographic Profile of Respondents

Gender of respondents Frequency Percentages (%)

Respondents' Gender	Frequency	Percentages
Female	38	59.4
Male	26	40.6
Total	64	100

Table 1 reveals that 38 (59.4%) of respondents were female while 26 (40.6%) were male.

**Table 2:** Sources of ICT-related resources used by English Language teachers

Sources	Number of respondents	Percentages (%)
Schools' computers available in computer room, resource centres etc	18	28.1
Teachers' personal computers (e.g. desktops, laptops etc), internet-ready mobile phones, i-pads, etc	36	56.3
Others	10	15.6

Table 2 reveals that 18(28.1%) of respondents agreed that schools' computers available in computer room, resource centres make up their sources of access to these resources while 36(56.3) of the respondents averred that their personal computers and internet-ready devices such as internet-ready mobile phones, i-pads, etc are the major sources of computer and internet facilities. 10(15.6) opine that they get access to

these resources via other means. This implied that English Language teachers have adequate access to computer and internet facilities on their own both at home and in school as majority of them use their internet - ready phones for surfing the internet, chatting with friends, and even searching and downloading on-line academic materials needed to enhance their instructional methodologies.

**Table 3.** Degree of use of ICT-related resources by English Language teachers

Frequency	Number of respondents	Percentage of respondents
Very Rarely	18	28.1
Rarely	12	18.8
Often	20	31.2
Very Often	14	21.9
Total	64	100.0

Table 3 reveals that 18(28.1%), 12(18.8%), 20(31.2%) and 14(21.9%) very rarely, rarely, often and very often used computer and / or related tools respectively.

## Test of Hypotheses

### Hypotheses One:

Ho<sub>1</sub>: There is no significant difference between male and female English Language teachers in Secondary schools in Ijebu-Ode and Odogbolu LGAs of Ogun State.

**Table 4.** T-test analysis of the difference between male and female English Language teachers use of ICT resources in Secondary schools in Ijebu-Ode and Odogbolu LGAs of Ogun State

Group	N	Mean	SD	Df	T-Cal	T-Table	Decision
Female	38	10.49	0.84	105	7.13	6.51	Rejected
Male	26	8.11	0.71				

Level of significance at 0.05, SD = standard deviation, df = degree of freedom

Table 4 reveals a significant difference in female (N = 38, Mean = 10.49, SD = 0.84) and male (N = 26, Mean = 8.11, SD = 0.71) and English Language teachers' use of ICT resources. The obtained t-cal value (7.13) is greater than the table t-value (6.51) at 0.05 level of significance. Therefore  $H_{01}$  is rejected.

#### Hypotheses Two:

$H_{02}$ : There is no significant difference in the extent of use of ICT resources between English Language teachers in Junior and Senior Secondary schools in Ijebu-Ode and Odogbolu LGAs of Ogun State

**Table 5:** T-test analysis of the difference between English Language teachers in Junior and Senior Secondary schools in Ijebu-Ode and Odogbolu LGAs of Ogun State

Group	N	Mean	SD	Df	T-Cal	T-Table	Decision
English teachers in Junior schools	31	9.12	3.14	105	2.11	2.14	Accepted
English teachers in Senior schools	33	9.10	3.13				

Level of significance at 0.05, SD = standard deviation, df = degree of freedom

Table 5 reveals no significant difference between English Language teachers in Junior secondary schools (N = 31, N = 9.12, SD = 3.14) and English Language teachers in Senior secondary schools (N = 33, N = 9.10, SD = 3.13). The obtained t-cal value (2.11) is less than the table t-value (2.14) at 0.05 level of significance. Therefore  $H_{02}$  is accepted.

#### Discussion of Findings

The first hypothesis which states that there is no significant difference between male and female English Language teachers in Secondary schools in Ijebu-Ode and Odogbolu LGAs of Ogun State was rejected as the calculated t-value (7.13) is greater than the table t-value (6.51). This is indicated in table IV. The implication of this is that male English Language teachers more often use ICT resources than their female counterparts. It has been reported in Osungbemi (2021), Salami (2009) and Ojesanmi, et al (2013) that male users generally have more interest in the use of computer – related resources than their female counterparts users. Salawu (2012) in a related

study on the extent of utilization of computer technology resources (such as internet, facebook, twitter, etc) among medical and law students in three federal universities in southwest Nigeria discovered that these resources are much more utilized by male students than their female counterparts. This finding is an indication that gender is an important factor in the extent of usage of computer and related technologies.

The second hypothesis which states that there is no significant difference in the extent of use of ICT resources between English Language teachers in Junior and Senior Secondary schools in Ijebu-Ode and Odogbolu LGAs of Ogun State was accepted as the calculated t-cal value (2.11) is less than the table t-value (2.14). This is shown in table V. This implies that the level of secondary education at which English Language teachers teach has no influence on their extent of ICT's usage. This could be as a result of the fact that some types of computers now come in the form of mobile phones which are being used by all classes of people. This finding is in agreement with that of

Akueveso and Adeleye (2010) who in a study on the extent of access of university students towards the use of computer facilities discovered that the use of internet and its associated resources cut across all disciplines as the facilities have provision for all subject areas and all levels of education. In a related study by Gbadebo, Abimbola, Adeyemi and Odupe (2013) on the extent of teachers' awareness, gender and utilization of Information and Communication Technology tools for effective teaching of Mathematics in Epe Local Government Area of Lagos State discovered that the use of computers and related technologies cuts across all disciplines as the technology had found its place in almost all facets of human endeavour.

Concerning research question one which sought to find out sources of internet and computer facilities among English Language teachers, table 2 reveals that 18(28.1%), 12(18.8%), 20(31.2%) and 14(21.9%) very rarely, rarely, often and very often used computer and / or related tools respectively. This implies that English Language teachers have adequate access to computer and internet facilities on their own both at home and in school. This could be attributable to the adaptation of computer services on modern mobile devices premised on the application of artificial intelligent theories as well as the general affordability of these resources.

Concerning research question two which sought to find out how often English Language teachers in Secondary schools in Ijebu-Ode and Odogbolu LGAs of Ogun State use resources, it is indicated in table 3. It reveals that 18(28.1%), 12(18.8%), 20(31.2%) and 14(21.9%) very occasionally, occasionally, often and very often used computer and / or related tools respectively. This finding revealed the growing importance of computer and internet for school activities and that students are seemingly taking advantage of these resources. This indicates a widespread acceptability of the internet and related technologies among English Language teachers.

### Conclusion

The place of ICT and its attendant impact on education had become prominent in contemporary educational practice, then the

need to provide these resources in sufficient quantities and quality is prominent. Similarly, English Language teachers in our secondary schools as implementers of the English Language curricula should be made to appreciate and utilize computers and related technologies in research and related assignments so that these skills can be passed across to their students.

### Recommendations

The following recommendations are made based on the findings.

1. The various government agencies in charge of recruitment of teachers in our secondary schools should make acquisition of adequate computer skills as part of the conditions for recruiting of English Language teachers.
2. In order to make computer and associated gadgets affordable, government should encourage local production of computers and related accessories.
3. There should be adequate encouragement for academic staff members in English Language teachers departments in our teacher – training institutions to maintain high levels of Information and Communication Technology (ICT) usage among students through continuous education and promotion of the benefits attached to the use of ICT resources.
4. There should be continuous training and re-training on ICT usage in instructional delivery for English Language teachers in our secondary schools to improve their productivity.
5. The federal government should compel all teacher training institutions to provide sufficient computer and related technologies for use in the training of prospective English Language teachers.
6. In order to enhance the optimal usage of ICT facilities in our schools, there should be steady power supply to facilitate the use of computer and related technologies by English Language teachers.

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