Assessment of English Language Teachers' Knowledge and Use of Information and Communication Technology (ICT) in Ibadan Southwest Local Government of Oyo State

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Abstract: The success of the integration of Information and Communication Technology(ICT) into the teaching and learning of English Language depends largely on the level of knowledge of ICT possessed by the teachers and actual utilization of same in the classroom. The study therefore assessed Senior Secondary School English Language teachers' knowledge and use of ICT in English Language classrooms .Attempt was made to provide answers to four Research Questions using survey research design. The participants were 94 English Language teachers from 30 randomly selected senior secondary schools in Ibadan Southwest Local Government of Oyo State. A self-designed questionnaire was used to collect pertinent data which were analyzed using frequency counts, simple percentage and t-test. Findings revealed that the level of knowledge of ICT possessed by English Language teachers was poor and as such, they rarely use ICT in English Language instruction. It was also found that there was significant difference in the male and female teachers' knowledge of ICT with the males demonstrating a higher level of knowledge than their female counterparts. Based on these findings, it is recommended, among others, that English Language teachers must attend periodic seminars, workshops and in-service trainings to equip them with knowledge of ICT and its utilization in classroom instruction while teacher education programmes in tertiary institutions must be reviewed to incorporate ICT-assisted instruction

Key word:

INTRODUCTION

The enormous growth in internet connectivity in association with the development of other electronic communication technologies has resulted in changes in many spheres of the society. The internet has become a key element in what is seen as a globalization of society, providing technology that recognizes no nation boundaries, that has no single owner and that is not regulated or controlled by any single national or international legal framework. All major businesses have adopted it as a means of communications and non-governmental organizations (NGOs) have found it to be an invaluable tool [1]. The reality of this globalization might however be somewhat less clear. What is the extent of connectivity? And who really has access to the global information society? What impact does it have on the teaching of the English language as even the language is the language of the internet [2].

The pace of change brought by new technologies has had a significant effect on the way people live, work and play worldwide. New and emerging technologies challenge the traditional process of teaching and learning and the way education is managed. Information and Communication Technology (ICT), an important area of study in its own right is having a major impact across all curriculum areas.Rapid communication, plus increased access to ICT in the home, at work and in educational establishments could mean that learning becomes a truly life long activity, an activity in which the pace of technological change forces constant education on the teaching-learning process itself [3]. In response to the rising tide of the use of ICT in the educational sector, all over the countries in the world, it brings to concern in particular, the awareness, the easy access of the facility to the teachers of the language of the internet, which is English. It also gives room for thought on the level of education in which the usage of the internet is widely and commonly used as a medium of instruction in the teaching and learning process. Should it only be at the tertiary level of education as this is the level of education that its usage is common what is the place of English language teachers in the use of the ICT as a means of teaching of English language at secondary school which forms the

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fundamental level before students proceed to higher level of education?. The use of ICT as a strategic management and cognitive tool is critically important in the teaching of English language. So, the awareness and usage of the ICT by teachers of English language right form secondary schools become imperative. Research works [4-6] have shown that most secondary schools have either insufficient or no ICT tools to cater for the ever increasing population of students in the schools and where they are available, they are, by implication, a matter of out -of - bounds to students.

A survey carried out by [7] revealed that only one school, out of ten has computer sets.. It is worth nothing that none of ten schools has internet facility. This was also noted by [8]. [9] reported in a study that most of our secondary schools do not have software for the computer to function. One of the unity schools has five computers against a student population of 900 and no internet software was installed. The facilities are grossly inadequate for any meaningful teaching or learning to take place. This reveals the state of ICT in most of the Nigerian secondary schools.

In view of the above, one can deduce the place of ICT and its usage in English language instruction. English language being a general subject will need adequate availability of ICT facility to practically all students and teachers of English, hence, the necessary awareness of ICT usage to teachers and its availability is of importance. The causes of poor performance of students in English Language at public examinations have been identified as the employment of indigenous and traditional methods of teaching [10], absence of dedication and resourcefulness [11] and non-awareness of modern methods of teaching [12].

Several strategies have been proposed and adopted over the years. All these strategies have helped in one way or the other but have not led to improved performances of students in English language. [8] stressed the urgent need for the use of ICT to facilitate teaching and learning.

All these can be actualized by introducing computer literacy in schools. Invariably since English language is the language of education, the need for ICT in English language instruction can not be over-looked. Technology use in the classroom is one of the potential strategies to address the drop-out issue and improve the teaching and learning of English language [13]. The teaching and learning of English language has changed from the traditional chalk and talk method to broad techniques with the inclusion of technology in the instruction of English

which has a significant positive effect on the language. In view of these uses of ICT in English instruction, one should keep in mind that teacher who are the facilitators of English language instruction in schools should possess adequate knowledge of ICT in order to facilitate the teaching of English language. It is unfortunate that inadequate ICT infrastructure including computer hardware, software and bandwidth/access were recognized as a restrictive element to the use of ICT by the teachers [3].

Statement of the Problem: There has been a worldwide clamour for a re-orientation of teaching and learning towards greater use of ICT facilities. The success of such clamour, however, depends largely on the level of knowledge of ICT possessed by teachers and its actual use in classroom instruction. Hence, the study attempted to investigate the level of knowledge of ICT possessed by English language teachers and the extent to which it is used in English language instruction in selected senior secondary schools in Ibadan South West Local Government.

Research Questions: The study attempted to provide answers to the following research questions:

- What is the level of knowledge of English language teachers about ICT?
- Are ICT facilities available in schools for the teaching and learning of English language?
- Do English language teachers use ICT in English language instruction?
- Is there any significant difference in the knowledge of ICT between male and female English language teachers?

Purpose of the Study: The study assessed English language instruction in selected senior secondary schools in Ibadan south West Local Government in Oyo State. Specifically, the study aimed at finding out how knowledgeable teachers of English are about ICT and to what extent they use it in English language instruction.

Significance of the Study: The study is significant in many ways. First, the study would provide empirical information on the level of knowledge of ICT possessed by English language teachers as such level of knowledge would greatly determine the feasibility of revolutionizing English language instruction through the use of ICT facilities.

Also the study would provide information on the level of preparedness of governments for the use of ICT instruction in schools through the availability or non availability of ICT facilities in schools.

The findings from the study would also be an eye-opener to the problem militating against the use of ICT in teaching and learning in general and English language instruction in particular.

Finally, findings from the study would have implications for teacher educators in colleges of education and universities in incorporating training in ICT-assisted strategy in teacher preparation programme.

Scope of the Study: The study focused on the assessment of senior secondary schools teachers' knowledge and use of ICT in English language instruction in 30 selected senior secondary schools in Ibadan South West Local Government. Specifically it focused on the extent of teachers' knowledge and use of ICT components such as web quests, web browsers and interactive board.

Research Design: The study adopted a survey research design to assess the knowledge and use of ICT in English language teaching and learning by teachers in selected secondary schools in Ibadan metropolis.

Population and Sample: The population of the study comprised all teachers of English language in senior secondary schools in Ibadan South West Local Government Area of Oyo State. There are 61 secondary schools in Ibadan South west Local Government. Out of all these secondary schools, 30 were selected for this study using the random sampling technique. All English teachers of the selected schools participated, thus a total number of 94 teachers were involved in the study.

Research Instrument: One instrument was designed and used for data collection namely English language teachers knowledge and use of ICT questionnaire ELTKUIQ. The ELTKUIQ has three sections, A, B and C Section A attempted to elicit demographic information such as name of schools, its location, gender, teachers qualification and years of experience. Section B contained question items which were carefully structured to elicit information that boarders on teacher's knowledge of ICT in English language instruction while section C contained items based on the usage of ICT by teacher sin English language instruction.

Validity and Reliability of Instrument: The emphasis was on the content validity of the instrument used for this study The first draft was given to experts in educational technology in Faculty of Education, University of Ibadan and all inputs were incorporated. In order to ascertain the reliability of the research instrument, it was test- run in two schools not used for the main study and using Crombach Alpha a coefficient of 0.81 was obtained. This proved that the questionnaire was reliable.

Procedure for Data Collection: The researcher visited the selected schools to administer questionnaire developed for the study. The 94 copies of the questionnaire were administered on the respondents and collected back on the spot.

MATERIALS AND METHODS

Data collected from the study were analysed using descriptive statistics of frequency counts, mean and standard deviation especially for demographic information on the respondents. In addition, T-test analysis was used to determine the difference between the male and female teacher's knowledge and usage of ICT in English language instruction.

RESULTS

Answering of Research Questions
Research Question 1: What is the level of knowledge of English language teacher about ICT? 64.9 of the sample have not undergone any computer training, 88.3% supports the idea that ICT technology enhances language instruction. 53.2% had no idea of what ICT- assisted language learning is. Only 56.4% had knowledge of what ICT-assisted instruction is 57.4% had knowledge of what computer software is, also the same percentage goes for those who know what computer hardware is too. 70% had no knowledge about language instructional software, such as 'choice master' 'gap master' this means that out of 88.3% of the sample that agreed that ICT technology enhances language instruction do not have the real knowledge of what it involves. A higher percentage of 53.2 is familiar with web quests while 69.1% do not know how to browse the internet for teaching materials. A higher percentage of 52.1 do not have the knowledge of the ICT enough in order to be able to teach with it.

The question analyzed in this table are further used to test the actual knowledge of the teachers in ICT.

Table 1a: English Language Teachers Knowledge of ICT.

	Statement	Yes	%	No	%
1	I have not undergone any computer training.	61	64.9	33	35.1
2	ICT technology enhances language instruction	83	88.3	3	3.2
3	I know what ICT- assisted language learning is	41	43.6	50	53.2
4	I know what a web-browser is	53	56.7	40	42.6
5	I know what ICT software is	54	57.5	70	74.5
6	I am familiar with soft ware such as "choice master" "gap master"	23	24.5	70	74.5
7	I am familiar with interactive board	50	53.2	42	44.7
8	I know how to browse the internet to assess authentic reading material to teach my student with	28	29.8	65	69.1
9	I know what web quest is	54	57.4	.38	40.41
10	I know how to access the internet but not how to teach English With it.	41	43.6	.49	52.

Table 1b: Result of ICT Knowledge Test.

	Statement	Yes	%	No	%
11	Choice master software is used to teach	12	12.8	82	87.2
12	Word store enhances	16	17.0	78	83.3
13	Gap master software can be used to	11	11.7	83	88.3
14	ICT assisted language learning is a programme	30	31.9	64	68.1
15	The meaning of interactive board	43	45.7	51	54.3

Table 2: Availability of ICT Facilities in Schools.

	Statements	1	2	3	4	5	Mean	Standard Deviation
1	My school has enough computer hardware and software for language instruction	F-70% 74.5	F-9%9.6	Ft 12% 122.3	F-1%LI	F-1%LI	1.41	.85
2	Computer is available for teaching in my school	F-62%66.0	F17%18.1	F10%10.6	F-1%LI	F-1%LI	1.44	.85
3	Connectivity of the computer in my school to the internet is possible	F-82%87.2%	F-1%L1	F-4%4.7	F-%0.0	F-2%2.1	1.13	.75

Table 3: Use of ICT in English Language.

	Statements	1	2	3	4	5	Mean	Standard Deviation
1	I can operate computer without help	F-52% -55.3	F-8%-8.5	F29% 30.9	F-2%-2.1	F-%	1.73	1.01
2	I can use computer to teach my students	F-73%77.7	F14%43	F14%-14.9	F-%	F-1%LI	1.31	0.76
3	How often I use computer to teach	F-90%-95.7%	F-	%1.1	%	F-2%2.1	1.00	.27
4	I can use Microsoft word to teach English	F-72%-76.6%	F-7%-7.4%	F-1.11%-1.7%	F-	1.27		.72
5	I can use the computer to prepare my lesson	F-78%83.0%	F-7%-6.4%`	%6.	%-6.4	F-%-	F-1.17	F-%58
6	I can use power point to present my class lesson	F-76%-80.9%	F-6%-9.6%	F-%	F-%-		-66	66
7	I can use only Microsoft word package on the computer	F-51%-54.3%	F-13%-13.8%	F-23%-24.5%	F-2%2.1	F-2%2.1	1.74	1.07
8	I can use 'choice master' in English language instruction	F-71%-74.3%	F-8%-8.5%	F-7%-7.4%			1.19	.72
9	I browse the internet for fun only	F-53%-6.40%	F-3%-3.2%	F-26%-27.7%			1.81	1.26
10	I browse the internet for teaching material	F-71%-75.5%	F-3%-3.2%	F-15%-16.0%			140	-94
11	We use computer systems for administrative purpose only in my school	F-61%-64.9%	F-17%-64.9%	F-3%-19.1%			1.59	1.25

Table 4: T-test comparison of male and female teachers knowledge of ICT.

ICT Knowledge	No	Mean	Std.D	df	t-value	Remark
Male	40	17.33	3.94			
Female	54	15.42	4.24	92	2.19	Sig.

The table further measures the actual knowledge of the teachers by asking them what certain language software is, such as 'word store' 'choice master and gap master are used for. Not all those who claimed to know what ICT- assisted language learning programme could give the actual meaning to it. A higher percentage of 87.2 do not know what choice master software is used for, only 17% knew what 'word store' is used for. 88.3 also do not have any idea of what gap master software can be used for. 31.9% got the meaning of web quest as against 56.4% who claimed to know what it is in Table 1a,b. 45.7% of the participants got the meaning of interactive board right. This shows that generally, the knowledge of ICT is poor amongst the teachers of English language studied.

Research Question 2: Are ICT facilities available in schools for the teaching and learning of English language?

Table 2 shows that the schools do not have enough computer hardware and software for language instructions (X=1.41). The availability of computers to teach in the schools is also poor, X=1.44) and connectivity to the internet in the schools is also very poor (X=12.13). All these imply that there is poor availability of ICT facilities in the schools.

Research Question 3: Do English language teachers use ICT in English Table 3 presents the extent of usage of ICT by English language teachers. To answer the above questions, teachers were asked to rate the level of utilization of ICT on a five point scale. The scale 1-5 ranges from poor, fair, average, much and very much. The response from the teachers is very poor, as the response under column one is generally on the negative side and it has the highest percentage. It can therefore be concluded that the use of ICT by the teachers of English language is very minimal.

Research Question 4: Is there any significant difference in the knowledge of ICT between male and female English language teachers?

Table 4 reveals that there is a significant difference between mae and female teachers in their ICT knowledge (t=2.19Ij, df= 92, P(0.05). The male teachers have higher knowledge with the mean score (17.33) than their female counterparts (15.42)

Summary of Findings: The study assessed teachers knowledge and use of ICT in English language instruction in Ibadan South West Local Government. Findings reveal that:

- The knowledge of English language teachers in ICT is very poor and therefore not adequate to teach with.
- There is poor availability of ICT facilities in schools which means that schools do not have enough computer hardware and software to teach English language
- English language teachers do not use computers in teaching and learning of the subject
- Male English teachers have higher knowledge of computers than their female counterparts.

DISCUSSION

Level of Knowledge of English Language Teachers on Ict: The result shows that the knowledge of English language teachers on ICT is quite poor. Only 14.9% of the sample had basic training in ICT. Those who even have the basic knowledge had no idea of software in English language instruction. Though some of the teachers who claimed to know basic items and programme in ICT such as web browser, ICT- Assisted language instruction could not give appropriate answers when asked to give the actual meaning.A very high percentage of 88.3%, however, know that ICT technology enhances language instruction. This is a view which corroborates the findings of [1] that ICT has the potential of enhancing the teaching and learning of different aspects of English language. In another study, [13] declared that the use of ICT in education has been a major way of proving teaching and learning.

Availability of Ict Facilities in School Teaching and Learning of English Language: The availability of computers and its connectivity to the internet tend to non-existence in virtually all the schools. Those who have computers do not use them in teaching but solely for administrative purposes. Only about two schools are connected to the internet but the teachers do not have direct aces sot it, so therefore they cannot utilize it in gathering information for the purpose of teaching and learning of English language instruction. The few schools that have computers available do not have them in large numbers that will facilitate the teaching and learning process in English language instruction. Many reasons can be attributed to the non-availability of ICT in schools. These include location, accessibility to electricity, the high cost involved in establishing a standard ICT teaching and learning environment, the fear on the part of most schools in allowing students meddle with these components even when they are available. Aside from these, most schools do not have good security, in terms of well secured buildings that can house such facilities without the fear of theft.

Due to the sensitivity required in the handling of ICT infrastructures, most school administrators do not believe that students and teachers are capable of delivering and the scarce supply of technical and maintenance staff for logistics when needed. This confirms the position of [13] when he declared that schools are ill equipped for the application of ICT.

Utilization of Ict by Teachers in English Language Instruction: The level of use is also dependent upon availability. With the results shown, availability is poor, thus its usability will be hindered. This agrees with the observation of [14, 9] that non-availability greatly hinders access and the use of ICT is also hindered by the inability of the teachers to teach constructively using ICT due to lack of its technical knowledge and qualification on their part. The issue of usability arises from a number of factors which may include as aforementioned, inaccessibility to the computers, relevant software in English language instruction not being available, reluctance on the part of the teachers and even inadequate training of the teachers on the use and application of the computer.

Knowledge of Ict of Male and Female English Teachers: The t-test result showed a significant difference in the knowledge of male and female English teachers. The male teachers have higher knowledge of ICT more than female teachers. This contradicts the findings of [1] that today, the margin of education awareness which stems from good educational background are no longer gender restricted, because enrolment level showed that more of the female are coming to the level of acquisition of facts, knowledge and are academically qualified as their male counterparts than in the previous decades. This however, is not so in the case of ICT knowledge between male and female teachers of English language as the result has shown that the male teachers possess more knowledge of ICT than female teachers. This might be as a result of the submission of [6] that male teachers are more adventurous than their female counterparts in searching for information.

CONCLUSION

It can be concluded from this study that the integration of ICT into the teaching and learning of English Language will go a long way in relieving teachers of the daily pressure they undergo in the teaching and learning of English language in abstract to the willing and eager learners who deserve an improved approach to their daily educational growth. However, as government and other stake holders in the education of the Nigerian child clamour for improved quality of English Language instruction in schools through the integration of ICT, the need to equip the teachers with adequate knowledge and skills of using ICT to teach English Language becomes imperative.

RECOMMENDATIONS

Based on the findings of this study, it is recommended the government should endeavour revisiting the curriculum with a view to incorporating the use of computer and ICT- assisted instruction in teaching English language. This should be implemented first by the training of teachers in computer literacy, then the adequate funding and provision of computer and ICT gadgets in both Junior and senior secondary schools. Also, teachers of English language should also be exposed to regular seminars and computer literacy workshops to keep them abreast of computer and ICT-based instruction in English language. Furthermore, School administrations should endeavor to enlist the support of Parents Teachers Association (PTA) and other philanthropists in the purchase and installation of computer and ICT gadgets both in junior and senior secondary schools for effective teaching and learning of all aspects of English language in the schools. Ministries of education in Nigeria should also ensure that schools do not just have computers and ICT facilities rather they should ensure that they are effectively utilized in instructional programmes in schools.

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