

Awareness and Proficiency in Technology Integration for English Language Teaching Among Secondary School Teachers In Nsukka Lga.

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ABSTRACT *The study aimed at establishing the awareness and proficiency in technology integration for English language teaching among secondary school teachers in Nsukka LGA. To meet this aim, the study adopted a descriptive survey design. And was guided by three research questions. Thirty (30) English Language teachers, sampled out of the total population in the study area, were used as the respondents. Observation check list, unstructured interview and questionnaire copies were used for data collection. The data collected were analysed using mean, standard deviation and percentage. The findings of the study amongst others indicates that the proficiency of teacher in utilising technology is in a fairly high extent. Based on the findings and implications of the study, recommendations were made particularly on the training and re-training of teachers in relation to utilization of technologies; and provisions and maintenance of the technologies for optimum integration.*

KEYWORDS: *English language in Nigeria, Technology Integration, Awareness, Proficiency.*

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I. Introduction

The English language is the core language on the Nigerian school curriculum; hence it is regarded as a core subject. A credit in the English Language is considered compulsory for admission in tertiary institutions. According to Magajiya (2004) and Ukwuegbu (2004), the English language is an indispensable language of communication in Nigeria at both personal, national and international levels. However, the teaching of English Language is marked with a lot of problems. It takes a long time to learn a new grammar system and thousands of new words. It also takes a lot of practice to develop listening, speaking, reading and writing skills in a new language. Although English language is taught every day in schools, students' performances at the examinations are still not satisfactory. Marja (2008) asserted that students from secondary schools demonstrate narrow range of ability in the English language. Azikiwe (1998) also highlighted that the effective use of English is what many students lack, lamenting that the achievement of students in the subject in the school certificate examination does not fall in line with the great importance attached to it.

There is a great need to improve the curriculum implementation of English language because English language in Nigeria, according to Egbe (2015), has become a tool for measuring knowledge especially by laymen. A child who can communicate fluently in English is regarded as intelligent. This means that English holds an important sway in academic achievement of students in other subjects. Thus, this position of the language implies that for its effective teaching and learning, the teacher who implements the curriculum needs to step up above the usual traditional practice. The teacher would need to bring in technological tools.

Technology integration is incorporating technology in a manner that enhances students' learning. Technology integration is using software supported by the business world for real-world applications so that students can learn to use computers flexibly, purposefully and creatively (Dockstader 1999). Dockstader further espoused that technology integration is having the curriculum drive technology usage, not having technology drive the curriculum. Finally, technology integration is aligning the goals and objectives of technology and curriculum into a complete unified entity.

Integrating technology in teaching and learning of English is an instructional strategy to foster competence in the four language skills. Integrating technology in teaching and learning means utilising technological tools such as computer, word process, spreadsheet, multimedia project, or internet, E-mail, online

discussion groups, headset, electronic dictionary, social media sites. Using these tools in teaching English language complement teachers' instruction in classroom. When properly used by teachers, technology can build and sustain more interest in learning on the part of students, and the English language teachers can utilise it in the instruction of their different topics. Technology has the latent potential in making classroom instruction easier, and motivating for teachers. Technology integration serves for administrative convenience for teachers and administrators. Jhuree (2005) stated that apart from instructional activities, teachers are also perform class administrative duties such as student record keeping, lesson planning, preparing handouts, tutorials and slides, preparing exams papers, marking papers and recording of results, performing some type of statistical analyses on marks, and so on. Administrators' duties require technology carrying out variety of work such as the computation of school performance for a certain year, keeping of records of employees, and preparation of school budget. Technology, consequently, becomes an extremely useful tool in handling of a number of the administrative tasks for both teachers and administrators.

The success of the integration of technology into the teaching and learning of English language depends mostly on the level of awareness by the teachers and the actual utilization, which is dependent on teachers' skill proficiency, of computer, word processing, spreadsheet, projector, internet, Email, online discussion group, headset, and electronic dictionary in the classroom. The use of technology in teaching and learning is important. Therefore, the awareness and usage of technology by teachers of English language right from secondary school become expediently necessary, (Fakeye, 2010).

There has been a world –wide demand for a re-orientation of teaching and learning towards integration of technology. The successes of such demand, however, depends largely on the level of awareness of technology use by English language teachers, technology availability and the proficiency of teachers in utilizing it in classroom instructions. The problem of this study, therefore, is to examine Awareness and proficiency in technology integration for English language teaching among secondary school teachers in Nsukka LGA.

Research Questions

The following research questions are posed to guide this study.

1. Are teachers aware of the use of technology in teaching and learning of English language in Nsukka LGA?
2. What are the available technologies for the teaching of English language in Nsukka?
3. How proficient are English language teachers in utilising technology (ICT) in teaching English language in Nsukka LGA?

II. Research Method

The study was a descriptive survey research design. A descriptive survey research design, according to Nworgu (2015), is one in which a group of people or items is studied by collecting and analysing data from only a few people or items considered to be representative of the entire group. It is the collection of information from a common group through the application of instrument to a representative sample of that group. For this study it is assumed that the findings from the sample part will be used to generalize the entire population.

The target population of the study which is made up of all the teachers of English Language in senior Secondary Schools in Nsukka is composed of one hundred and twenty (128) teachers within the thirty (30) secondary schools in Nsukka Local Government Area. Out of the one hundred and twenty (128) teachers, simple random sampling was used to sample thirty (30) English teachers from the secondary schools in Nsukka LGA.

The instruments for data collection were an observation checklist, unstructured interview and a structured questionnaire entitled Awareness and proficiency of technology integration for English language teaching among secondary school teachers Questionnaire (APTIELTSST). The observation check list contains ten (10) items. The instrument for this study was personally administered by the researchers on the respondents. The researchers distributed 30 copies of questionnaire and collected 30 copies all in usable condition. These 30 copies in usable condition were used for the study.

The data collected for the study were analysed using Mean (\bar{x}), Standard Deviation (SD) and Percentage (%) for the research question

III. Results

Research Question One: To what extent are you aware of the use of technology in teaching of English language in Nsukka LGA?

Table I: Mean and standard deviations of the teachers' awareness of the use of technology in teaching of English language in Nsukka LGA.

S/N	ITEM STATEMENTS	\bar{x}	SD.	DECISION
1	I am aware of the use of Word processing (i.e. creating, storing, retrieving, and printing electronic text) in teaching English language.	3.16	.79	Agreed
2	I am aware of the use of Spreadsheets (i.e. manipulating/organizing numbers) in teaching English language.	2.86	.81	Agreed
3	I am aware of the use of Multimedia project (i.e. PowerPoint) in teaching English language.	2.90	.80	Agreed
4	I am aware of the use of Internet content (i.e browsing/searching the World Wide Web) in teaching English language.	3.26	.73	Agreed
5	I am aware of the use of Emails in teaching English language.	3.00	1.05	Agreed
6	I am aware of the use of Online discussion group in teaching English language.	2.93	.94	Agreed
7	I am aware of the use of Social media (WhatsApp, Facebook among others) in teaching English language.	3.10	.99	Agreed
8	I am aware of the use of Dictionary in teaching English language.	3.30	.83	Agreed
9	I am aware of the use of Computer in teaching English language.	3.10	.88	Agreed
10	I am aware of the use of Mobile phone (internet enabled phone) in teaching English language.	3.16	.98	Agreed
Grand Mean		3.07		3

Result in Table I shows the responses of teachers on their awareness of the use of technology in teaching English Language. From this, it can be seen that Items 1, 2, 3,4,5,6,7,8,9, and 10 had mean scores that are above the cut-off point of 2.50, and therefore are accepted. The standard deviation which is within the range of .79 and 1.05 shows that their responses were far from one another and also from the mean. The Grand mean of 3.07, indicates that the teachers agreed to be aware of the use of technology in the teaching and learning of English language in Nsukka LGA.

Research Question Two: What are the available technologies for the teaching of English language in Nsukka?

Table II: Frequencies and percentages of the availability of technologies for the teaching of English language in Nsukka.

S/N	TECHNOLOGIES	FREQUENCY	% AVAILABLE	FREQUENCY	% NOT AVAILABLE	DECISION
11	Word processing (i.e. creating, storing, retrieving, and printing electronic text)	20	66.7	10	33.3	AHE
12	Spreadsheets (i.e. manipulating/organizing numbers)	-	-	30	100	ANN
13	Multimedia projector (i.e. PowerPoint)	-	-	30	100	ANN
14	Internet content i.e browsing/searching the World Wide Web)	24	80.0	6	20.0	AGE
15	Emails	17	56.7	13	43.3	AHE
16	Online discussion group	-	-	30	100	ANN
17	Social media (WhatsApp, Facebook among others)	11	36.7	19	63.3	ALE
18	Electronic Dictionary	24	80.0	6	20.0	AGE
19	Computer	20	66.7	10	33.3	AHE
20	Mobile phone (internet enabled phone)	24	80.0	6	30.0	AGE

Key: AGE= Available to a Great Extent; AHE =Available to a High Extent; ALE= Available to a Less Extent; ANN= Not Available at all

Result in Table II shows that internet content, electronic dictionary and mobile phone all have 80.0 percentages. It means that they are available to a great extent for the teaching of English language. Word processing, Emails and computer have 66.7, 56.7, 66.7 percentages respectively. This indicates that the technologies are available to a high for the teaching of English language. Social media has 36.7 percentage. Spreadsheets, multimedia projector online discussion group are not available at all for the teaching of English language.

Research question three: how proficient are English language teachers in utilising technology (ICT) in teaching English language in Nsukka LGA?

Table 3: Mean and standard deviation of the extent of proficiency in utilising technology (ICT) in teaching of English language in Nsukka LGA.

S/N	ITEM STATEMENTS	\bar{x}	SD	DECISION
21	Word processing (i.e. creating, storing, retrieving, and printing electronic text)	2.96	.85	HP
22	Spreadsheets (i.e. manipulating/organizing numbers)	1.13	.46	LP
23	Multimedia project (i.e. PowerPoint)	1.13	.43	LP
24	Internet content i.e. browsing/searching the World Wide Web)	3.26	.82	HP
25	Emails	3.13	.77	HP
26	Online discussion group	1.13	.45	LP
27	Social media (WhatsApp, Facebook among others)	3.10	.99	HP
28	Electronic Dictionary	3.23	.93	HP
29	Computer	3.16	.74	HP
30	Mobile phone (internet enabled phone)	3.16	.83	HP
	Grand mean	2		2.8 8

Key: VHP = Very highly proficient; HP = Highly proficient; LP- Less proficient

Result in Table III shows that teachers are highly proficient in the utilization of Word processing, Internet content, Emails, Social media, Electronic Dictionary, Computer and Mobile phone in the teaching of English language. These Items have mean (\bar{x}) 2.96, 3.26, 3.13, 3.10, 3.23, 3.16 and 3.16 respectively. The standard deviations of these Items, which are within the range of .74 and .99 shows that their responses were far from one another and also from the mean. The grand mean of 2.53 shows that the extent of proficiency of the teachers in utilising technology in teaching of English language in Nsukka LGA is very fairly of a high extent

IV. Discussion Of The Findings

Awareness of the use of technology in teaching of English language in Nsukka LGA.

The study revealed the awareness of teachers in the use of technology in teaching of English language in Nsukka LGA. The grand mean of the responses apparently established that the English teachers in Nsukka Local Government area aware of the use of technology in teaching. This finding is consistent with Poudel (2018) and Fatimayin (2013) whose works found that 70% and 92.9% of teachers, respectively, are aware of the use of ICTs in English language teaching and they have positive attitude in the integration of e-devices in classroom teaching and learning. The consistence in these findings is justified by the educational phase we are in—the era of social media and technology which have become preponderant, accessible and affordable to the teachers.

Availability of technologies for the teaching of English language in Nsukka.

The study also revealed the available technologies for the teaching of English language in Nsukka. The frequencies and percentages of technologies available and non-available for teaching English language indicate that the availability of technologies is fairly adequate and therefore, there is need for provision. The finding agrees with Akpabio, and Ogiriki (2017) that submitted that ICT resources were available but not adequate for the teaching of English language. However, it disagrees with Yusuf, Maina, and Dare (2013) that ICT facilities are not readily available in the schools. The development in the findings of the present study as different from Yusuf (et al) may be accounted for by the time gap between the two studies. In the availabilities of technologies, as found by the study, some of technologies, such mobile phone, internet content/access, emails, elec teachers confirmed are available are owned by the teachers, however, they always available for usage in the classroom.

Extent of teachers' proficiency in utilising technology (ICT) in teaching of English language in Nsukka LGA

The result revealed the extent teachers are proficient in utilising technology (ICT) in teaching of English language in Nsukka LGA. The finding of the study reveals that the proficiency of teacher in utilising technology is in the high extent. Some of the teachers admitted, through the unstructured interview, that they are also proficient in some technologies which are not available in their schools. The study in concordance with Akabogu et al (2018) whose findings showed that the teachers' possession of skills on the use of ICT facilities for teaching oral English is in a high extent. The result highly proficient of the present study does connote

expertise or near to, but relates to what Kumar (2018) categorised as moderate level, and thus, needs improvement.

V. Conclusion

Technologies are innovative instructional materials, and as such should be made an integral part of the classroom instruction. It is very important that teachers of English language put more effort in utilizing the technologies in order to improve the language experience of their learners. Teachers should also make sure that in the use of any technology, students are actively involved. In fact, the teachers should serve as guides and facilitators with the use of technology in the learning activity. Strikingly, in the study, we found out that there is a gap between awareness and proficiency. The teachers are aware of the use of technology in teaching but are not proficient some of the technologies.

Finally, based on the findings and implications of the study, we recommend that the Government and the school administration should:

- i. provide technologies which are not available,
- ii. ensure their maintenance, and utilization of these technologies by the teachers.
- iii. As well, organise regular workshops for the training and re-training of teachers for the optimum integration of technology in the classroom.

Limitation of the Study

The disparate and remote locations of the selected schools posed a major challenge in the distribution of the questionnaire.

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