

Perspectives on the Integration of ICT in Teaching English as a Second Language in Nigeria

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Abstract

Globally, classrooms are fast changing in line with the changing world, expansion of knowledge and successful integration of Information and Communication Technology (ICT) to support teaching and learning. This change cuts across disciplines, and particularly impacts language teaching. The importance of the integration of ICT into the general development of national economy and educational advancement in the 21st century cannot be over-emphasized. Integration of ICT is common place in the developed countries where there have been various ICT-supported pedagogical arrangements in second/ foreign language teaching alongside the development of technology. In such countries, with globalization and information revolution, language teachers utilize various devices of technology to enhance learning in instructional classroom settings as well as enable learning actions to take place outside the classroom. This is not so in the developing world, and that is what prompted this study. This paper is therefore a report on the perspectives of ESL teachers and students on the integration of ICT into the classroom environment in Nigeria, as the disposition teachers and learners carry into the classroom plays a great role in determining successful teaching and learning. Two hundred ESL students, and ten teachers from Ibadan metropolis responded to a 42 item and 48 item multidimensional questionnaires respectively, on their perspectives on ICT integration into ESL pedagogy in Nigeria. In addition, the teachers provided written responses to 10 open ended questions. The analysis of data collected, using statistics, yielded a number of salient factors about ESL students' and teachers' perspectives on the integration of ICT in ESL pedagogy in Nigeria, revealing a changed world with an unchanged classroom and unchanged thinking. From this evidence base, it will be possible to identify and conceptualize teachers' potentials and limitations in integrating ICT into their ESL classrooms as well as develop a model to be used in integrating ICT into ESL pedagogy in Nigeria. This will certainly contribute to a better understanding of the integration of ICT into ESL pedagogy in Nigeria and engender a positive effect in terms of modernizing classrooms.

Key words: Perspectives, Teachers and Students, Integration, English as a Second Language, Pedagogy

Introduction

The English language in Nigeria plays a pivotal role. It functions as a multi-purpose instrument. As the official language, it is the language of administration. It is in it that very crucial affairs of governance are conducted at the three tiers of Federal, State and Local Governments in the country. The very instrument that guides governance in Nigeria, the constitution of the Federal Republic of Nigeria is first available in English. Thus anybody aspiring to any meaningful political position in the present day political dispensation in Nigeria must have a fairly tolerable level of proficiency in English (Ohia, 1997). English is the "language of power" in Nigeria given that English is the foremost language used by those "in control" of the society and in corresponding public domains. In their observation the dominance of English in Nigeria is manifested in the growing number of persons who speak it, in official status assigned to it by the constitution, by language preference patterns of Nigerians, who regularly favour English and by its ability to replace the indigenous languages

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in roles in domains which they originally dominated (Wolf and Igboanusi,2006; see also Ohia ,2008)

In the area of commerce, it is the most significant instrument employed for commercial activities at both the local and international levels. (Oyeleye, 2016). The dominance of the English language transverse the mass media, the military and the paramilitary, the judiciary and the legislature. Indeed, English has defied all cultural, ethnic and sociolinguistic boundaries to emerge a powerful force in the communication process and social cohesion in the life of Nigerians. In the realm of education, English is an indispensable; it is the principal medium of instruction in education and in certain instances from pre-school and kindergarten stages to the tertiary level. To meet admission requirements into any tertiary institution in Nigeria, an O'level credit pass in English language is a prerequisite irrespective of the intended course of study. Failure in English language, therefore, means failure to secure social, economic and political securities. It also means failure to gain employment in government service, firms and organizations. As the language provides educational and economic opportunities, attitudes towards it are highly positive (Igboanusi, 2008; see also Ohia 2016, 2010 2008).

As has been observed elsewhere(Ohia and Chikwendu,2016), in view of the strategic position of English language in Nigeria, it is expected that proficiency would be high in the language especially among students at various levels of education. This is, however, not the case as less than 20% of Nigerians can claim to have adequate access to the language (Iwara, 2008). Official records show that students' performance in this subject in school and out of school is low. This is evident from the mass failure in the English language paper of the West African Examination Councils (WAEC), Senior Secondary Certificate Examination (SSCE) that has been recorded over the years (WAEC Chief Examiner's Report for over a decade now (2005-2015).

Quite unfortunately, efforts made to improve students' performance seem not to have yielded any results. The 2006 WAEC Chief Examiner's report revealed that the weakness of students' listed in the papers of the previous years were still recurring, listing illiterate expressions that rarely communicated sense as a major weakness. The 2007 WAEC Chief Examiners' report also revealed that poor knowledge and usage of English language was exhibited by most of the candidates. It is also noted that despite the worsening candidates' poor performance every year, there is no evidence that those concerned are taking steps to address the problem.

Many factors may have accounted for poor performance of students in English language. Some factors identified by research are teacher factors, student factors; methodology etc factors (see Ohia, 2016, 2008). Despite recommendations arising from such research findings, performance of students in public examinations has not significantly improved. The introduction of the computer and information Communication Technology (ICT) was therefore seen as a solution to the problem of ESL pedagogy in Nigeria, as it has been in developed countries the world over. This has resulted to changes globally. Classrooms are fast changing in line with the changing world, expansion of knowledge and successful integration of ICT to support teaching and learning. This change cuts across disciplines with significant and fantastic results, and particularly impacts language teaching.

The importance of the integration of ICT in the general development of national economy and educational advancement in the 21st century cannot be over-emphasized. In the US for example, as Ajayi (2013a) observes both public and private sectors expect universities to As it in the US so it is in other developed counties

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The integration of ICT is therefore common place in developed countries where there have been various ICT-supported pedagogical arrangements in second/ foreign language teaching alongside the development of technology. In such countries, with globalization and information revolution, language teachers utilize various devices of technology to enhance learning in instructional classroom settings as well as enable learning actions to take place outside the classroom. This is not so in the developing world, and that is what has prompted this study.

The difference between technology use and technology integration for learning is that integration implies full-time, daily operation within lessons. Integration of technology is dependent on technology for delivery of classroom lessons (Hooper & Rieber, 1999). Technology integration is not about the availability of technology, but more about the teachers' effective use of technology that makes a difference in reforming the classroom (Gorder, 2008). The teacher is the most important ingredient for success when using and integrating technology (Mandell, Sorge, & Russell, 2002). Beckett, Wetzell, Chishlom, Zambo, Buss, Padgett, Williams and Odom (2003) said teachers are central to the creation of a technology-integrated environment that is learner-centered and motivating. Without teachers who can integrate technology, students' exposure to technology remains limited and inequitable. Thus the objectives of this study is to examine the perspectives of the participants for integrating ICT in ELS for instruction. From this evidence base, it will be possible to identify and conceptualize teachers potentials and limitations in integrating ICT in their ESL classrooms and as well as develop a model to be used in integrating ICT into ESL pedagogy in Nigeria.

Research Questions

Four research questions guided the study:

- i. What are the participants perspectives on awareness of integration of ICT for instruction?
- ii. What are participants views regarding availability of ICT for instruction?
- iii. What are participants views on integration of ICT for instruction?
- iv. What are participants views on factors affecting integration of ICT for instruction

Methodology

The study adopted the survey research design. It is a quantitative research, an approach that seeks to explain phenomena by employing predetermined instruments to collect numerical data that are analyzed using statistical techniques (Creswell, 2009;). Quantitative researchers use unbiased approaches that allow them to develop generalizations that contribute to a theory that enables and explains, explores, predicts, and understands phenomena (Creswell, 2009;Ajayi,2013b) The approach is particularly suitable for this study because it allows me to measure the diverse views, perspectives, and opinions from the participants on integration of ICT into ESL instruction.

Participants

The population of the study consisted of all senior secondary schools in Ibadan north Local Government, Ibadan. A simple random sampling technique was used to select 5 public senior secondary schools in Ibadan North Local Government. 40 students and 2 teachers were randomly selected from each school. In all 200 students and 10 teachers participated in the in the study.

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Instruments

The research instruments used for data collection for this study were the questionnaires and open ended interview questions. Three instruments: Questionnaire on students' perspectives on the availability and integration of ICT, for ESL instruction ($r=0.84$) and Questionnaire on teachers' perspectives the availability and integration of ICT, for ESL instruction ($r=0.96$) were used to collect data. In addition the teachers responded to 10 open ended interview questions.

The instruments were administered using both teachers and research assistants. The administration of the research instruments lasted for about 6 weeks and data collected were analyzed using descriptive statistics mean, standard deviation, frequency counts and simple percentages.

Data Analysis

Descriptive analyses were performed to provide summaries of the quantitative data. Descriptive statistics provided measures of central tendency such as mean, median, and mode while measures of variability included the standard deviation. Thematic analysis approach, a method involving identifying and analyzing patterns or themes within data (Creswell,2009;Ajayi, 2013), was used to analyze the participants' responses to the open-ended questions. Finally, the teachers' responses were tabulated to show narrative texts, quotations, differences, and similarities. Finally, the participants' written responses to the open-ended questions were analyzed using thematic analysis approach, a method involving identifying and analyzing patterns or themes within data (Creswell, 2009; Ajayi,2013).

Results And Discussion

The objective of this research is to examine the participants' perspectives on the integration of ICT for ESL instruction. Next, the results are presented according to the research questions identified at the beginning of this research. Some statements that reflect the views of the majority of the participants are quoted to support specific findings

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Research Question 1a: What are the participants' perspectives on awareness of integration of ICT for ESL instruction?

Table 5: Awareness of ICT integration for instruction(Student' perspective)

S/N	ICT Facilities	Aware		Not Aware		Mean	STD.D
		N	%	N	%		
1	Computers	10	100.00	-	-	2.00	0.000
2	Projectors	7	77.8	2	22.2	1.78	0.441
3	Projector screens	6	75.0	2	25	1.75	0.463
4	Laptop	7	77.8	2	22.2	1.78	0.441
5	Audio recorder	7	77.8	2	22.2	1.78	0.441
6	Audio player	7	77.8	2	22.2	1.78	0.441
7	Language Laboratory	7	77.8	2	22.2	1.78	0.441
8	Internet facilities	7	77.8	2	22.2	1.78	0.441
9	Amplifier	7	77.8	2	22.2	1.78	0.441
10	Software programs	8	88.9	1	11.1	1.89	0.33
11	Interactive white boards	6	66.7	3	33.3	1.67	0.500
12	VCD	7	77.8	2	22.2	1.78	0.441
13	VCD/DVD player	7	77.8	2	22.2	1.78	0.441
14	Videos clips	7	77.8	2	22.2	1.78	0.441
15	Recorded tapes	10	100.00	-	-	2.00	0.000
Weighted mean = 1.81							

Table 5 revealed the responses of respondents to the extent of awareness of the integration of into ICT for teaching. The ratings are as follows: Computers and recorded tapes (2.00) were ranked highest by the mean scores rating and followed by Software programs (1.89), Projectors, Laptop, Audio recorder, Audio player, Language laboratory, Internet facilities, Amplifier, VCD, VCD/DVD player and Video clips (1.78), Projector screens (1.75), and lastly by Interactive white boards (1.67). The table revealed a weighted mean of 1.81 out of the maximum obtainable score of 2.00 which is higher than the standard mean of 1.50. This indicated that teachers were aware of integration of ICT for teaching.

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Research question 1b: What are the participants' perspectives on awareness of integration of ICT for instruction?

Table 6: Awareness of ICT for learning(Teachers' perspective)

S/N	ICT Facilities	Aware		Not Aware		Mean	STD.D
		N	%	N	%		
1	Computers	182	91.5	17	8.5	1.92	0.280
2	Projectors	98	50.3	97	49.7	1.50	0.501
3	Projector screens	96	48.7	101	51.3	1.49	0.501
4	Laptop	178	89.9	20	10.1	1.90	0.302
5	Audio recorder	154	78.6	42	21.4	1.79	0.411
6	Audio player	148	75.5	48	24.5	1.76	0.431
7	Language Laboratory	87	45.3	105	54.7	1.45	0.499
8	Internet facilities	137	70.6	57	29.4	1.71	0.457
9	Amplifier	88	45.4	106	54.6	1.45	0.499
10	Software programs	118	60.2	78	39.8	1.60	0.491
11	Interactive white boards	112	57.1	84	42.9	1.57	0.496
12	VCD	150	77.3	44	22.7	1.77	0.420
13	VCD/DVD player	159	80.3	39	19.7	1.80	0.399
14	Videos clips	154	77.8	44	22.2	1.78	0.417
15	Recorded tapes	145	73.2	53	26.8	1.73	0.444
Weighted mean = 1.68							

Table 6 revealed the responses of respondents to the extent of awareness of the integration of into ICT for learning. The ratings are as follows: Computers (1.92) was ranked highest by the mean scores rating and was followed by Laptop (1.90), VCD/DVD player (1.80), Audio recorder (1.79), Videos clips (1.78), VCD (1.77), Audio player (1.76), Recorded tapes (1.73), Internet facilities (1.71), Software programs (1.60), Interactive laboratory and Amplifier (1.45). Table 4.6 revealed a weighed mean of 1.68 out of the maximum obtainable score of 2.00 which is higher than the standard mean of 1.50. This indicated that students were aware ICT integration for earning.

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Research question 2a: What are participants' views regarding availability of ICT for instruction?

Table 7: The level of the availability of ICT for instruction (Students' perspective)

S/N	Statements	Available		Not Available		Mean	STD.D
		N	%	N	%		
1	Computers	2	20.0	7	77.8	1.22	0.441
2	Projectors	-	-	9	100.0	1.00	0.000
3	Projector screens	-	-	9	100.0	1.00	0.000
4	Laptop	-	-	9	100.0	1.00	0.000
5	Audio recorder	-	-	9	100.0	1.00	0.000
6	Audio player	-	-	9	100.0	1.00	0.000
7	Language Laboratory	1	1.11	8	88.9	1.11	0.333
8	Internet facilities	-	-	9	100.0	1.00	0.000
9	Amplifier	-	-	9	100.0	1.00	0.000
10	Software programs	-	-	9	100.0	1.00	0.000
11	Interactive white boards	1	1.11	8	88.9	1.11	0.333
12	VCD	1	1.11	8	88.9	1.11	0.333
13	VCD/DVD player	1	1.11	8	88.9	1.11	0.333
14	Videos clips	-	-	9	100.0	1.00	0.000
15	Recorded tapes	1	1.11	8	88.9	1.11	0.333
Weighted mean = 1.05							

Table: 7 revealed the responses of respondents to the availability ICT for ESL instruction. The ratings are as follows: Computers (1.22) was ranked highest by the mean scores rating and as followed by Language laboratory, Interactive white boards, VCD, VCD/DVD player and Recorded tapes (1.11), Projectors, Projector screens, Laptop, Audio recorder, Audio player, Internet facilities, Amplifier, Software programs and Video clips (1.00). Table 4.7 revealed a weighed mean of 1.05 out of the maximum obtainable score of 2.00 which is lesser than the standard mean of 1.50. This indicated that information and communication technology (ICT) for teaching English language was not available.

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Research question 2b:What are participants' views regarding availability of ICT for instruction?

Table 8: Availability of ICT for learning(Teachers' perspective)

S/N	ICT Facilities	Aware		Not Aware		Mean	STD.D
		N	%	N	%		
1	Computers	131	65.5	67	33.8	1.66	0.474
2	Projectors	64	32.3	134	67.7	1.32	0.469
3	Projector screens	55	27.8	143	72.2	1.28	0.449
4	Laptop	87	44.4	109	55.6	1.44	0.498
5	Audio recorder	60	30.5	137	69.5	1.31	0.461
6	Audio player	72	36.5	125	63.5	1.37	0.483
7	Language Laboratory	76	39.0	119	61.0	1.39	0.489
8	Internet facilities	61	31.3	134	68.7	1.31	0.495
9	Amplifier	56	28.4	141	71.6	1.28	0.452
10	Software programs	77	39.1	120	60.9	1.39	0.489
11	Interactive white boards	70	36.3	123	63.7	1.36	0.482
12	VCD	59	30.1	137	63.9	1.30	0.460
13	VCD/DVD player	65	33.0	132	67.0	1.33	0.471
14	Videos clips	64	32.5	133	67.5	1.33	0.470
15	Recorded tapes	73	37.1	124	62.9	1.37	0.484
Weighted mean = 1.36							

Table 8 revealed the responses of respondents to the availability of ICT for ESL learning . The ratings are as follows: Computers (1.61) was ranked highest by mean scores rating and was followed by Laptop (1.44), Language laboratory (1.39), Software programs (1.39), Audio player (1.37), Interactive white boards (1.36), Video clips (1.33), VCD/DVD player (1.33), Projectors (1.32), Audio recorder (1.41), VCD (1.30), Projector screens (1.28), and lastly by Amplifier (1.28). Table 8 revealed a weighted mean of 1.36out of the maximum obtainable score of 2.00 which is less than tan the standard mean of 1.50. This indicated that ICT for ESL learning was not available.

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Research question 3a: What are participants' views on integration of ICT for instruction?

Table 9: Integration of ICT for instruction.(Students' perspective)

S/N	Items	SA	A	D	SD	Mean	STD.D
1	I use ICT material(s) to construct lesson plan	- -	1 11.1%	1 11.1%	7 77.8%	1.33	0.707
2	I use computers for teaching English Language in class	- -	- -	- -	9 100.0%	1.00	0.000
3	I use audio recorders and players while teaching English Language	- -	- -	- -	9 100.0%	1.00	0.000
4	I use audio projector and projector screen while teaching in class	- -	- -	- -	9 100.0%	1.00	0.000
5	I make use of slides while teaching in class	- -	- -	2 22.2%	7 77.8%	1.22	0.441
6	I take my students to language laboratory to teach them oral English	- -	- -	- -	9 100.0%	1.00	0.000
7	I use VCD/DVD and their players during teaching	- -	- -	- -	9 100.0%	1.00	0.000
8	I use interactive white boards during teaching	- -	- -	- -	9 100.0%	1.00	0.000
Weighed mean= 1.07							

Table 9 revealed that the responses of respondents to the extent of integration (ICT) for ESL teaching. The ratings are as follows: I use ICT material(s) to construct lesson plan (1.33) was ranked highest by the mean scores rating followed by I make use of slides while teaching in class (1.22), I use computers for teaching in class, I use audio recorders and players while teaching English Language, I use audio projector and projector screens while teaching in class, I take my students to the language laboratory to teach them oral English, I use VCD/DVD and their players during teaching and I use interactive white boards during teaching (1.00). Table 9 revealed a weighed mean of 1.09 out of the maximum obtainable score of 4.00 which is less than the standard mean of 2.50. This indicated that the available ICT tools for ESL instruction not integrated by teachers for instruction.

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Research Question 3b: . What are participants' views on integration of ICT for instruction?

Table 10: Integration of ICT for instruction (Teachers' perspective)

S/N	Items	SA	A	D	SD	Mean	STD.D
1	My teacher uses facilities while teaching English Language	20 10.2%	22 11.2%	47 23.9%	108 54.8	1.77	1.008
2	I know how to use ICT facilities but I do not use it for study purposes	22 11.4%	29 15.0%	70 36.3%	72 37.3	2.01	0.992
3	I am scared to use ICT facilities	11 5.8%	24 12.6%	32 16.8%	124 64.9%	1.59	0.918
4	I find it difficult to study without the use of ICT	20 10.3%	33 16.9%	48 24.6%	94 48.2%	1.89	1.027
5	I prefer using my textbook to using ICT to study	42 21.9%	59 30.7%	49 21.9%	42 21.9%	2.47	1.063
6	I use ICT tools and equipment at home but not in school	41 20.9%	47 24.0%	60 30.6%	48 24.5%	2.41	1.075
Weighted mean= 2.02							

Table 10 revealed the responses of respondents to the extent of integration of ICT for ESL learning. The ratings are as follows: I prefer using my textbook to using ICT to study (2.47) was ranked highest by mean scores rating and was followed by I use ICT facilities but I do not use it for study purposes (2.01), I find it difficult to study without use of ICT (1.89), My teacher uses ICT facilities while teaching English Language (1.77), and lastly by I am scared to use ICT facilities (1.59). Table 10 revealed a weighted mean of 2.02 out of the maximum obtainable score of 4.00 which is less than the standard mean of 2.50. This indicated that the available ICT facilities for ESL instructions were not integrated .

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Research question 4. What are participants' views on factors affecting integration of ICT for ESL instruction?

Table 11: Factors affecting the integration of ICT for ESL instruction(Students' perspectives)

S/N	Items	SA	A	D	SD	Mean	STD.D
1	There are not training programs to expose teachers to the use of some ICT materials	3 33.3%	5 55.6%	- -	1 11.1%	3.11	0.928
2	There are no adequate provision for ICT facilities in the school	4 44.4%	4 44.4%	- -	1 10.0%	3.22	0.972
3	There is no constant electric power supply	5 50.0%	3 33.3%	1 11.1%	- -	3.44	0.727
4	Financial constraints	5 50.0%	3 33.3%	1 11.1%	- -	3.44	0.727
5	There is no access to the internet	5 44.6%	3 33.3%	- -	1 11.1%	3.33	1.000
6	Large number of students per class	- -	3 33.3%	3 33.3%	3 33.3%	2.00	0.866
7	ICT is difficult to integrate into the curriculum	2 22.2%	3 33.3%	- -	4 44.4%	2.33	1.32
8	Parents do not support the use of ICT instructional materials	- -	4 44.4%	2 22.2%	3 33.3%	2.11	0.928
9	My school is not connected to PHCN	3 33.3%	2 22.2%	2 22.2%	2 22.2%	2.67	1.255
10	There is no knowledge of ICT instructional materials	2 22.2%	2 22.2%	1 11.1%	4 44.4%	22.2	2.222
Weighed mean= 2.79							

Table 11 revealed the responses of respondents to the factors affecting the utilization of information and communication technology (ICT) for teaching English Language. The ratings are as follows: There is no constant electric power supply and Financial constraints (3.44) ranked highest by mean scores rating followed by, There is no access to the internet (3.33), There is no adequate provision for ICT facilities in the school (3.22), There is no training programs to expose teachers to the use of some ICT materials (3.11), My school is not connected to PHCN (2.67), ICT is difficult to integrate into the curriculum (2.33), There is no knowledge of ICT instructional materials (2.22), Parents do not support the use of ICT instructional materials (2.11), and lastly by Large number of students per class (2.00).

The table revealed a weighted mean of 2.79 out of the maximum obtainable score of 4.00 which is lesser than the standard mean of 2.50. This indicated that the identified factors fairly affected the integration of ICT for ESL for instruction. From the weighted mean for six factors (There is no constant electric power supply and Financial constraints (3.44) ranked highest by mean scores rating followed by There is no access to the internet (3.33), There is no adequate provision for ICT facilities in the school (3.22), There is no training programs to expose teachers to the use of some ICT materials (3.11), My school is not connected to PHCN (2.67)) were the major factors affecting the utilization of information and communication technology (ICT) for teaching English Language.

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Research question 4b: What are participants' views on factors affecting integration of ICT for ESL instruction?

Table 12: Factors affecting the integration of ICT for ESL instruction(Teachers' perspective)

S/N	Items	SA	A	D	SD	Mean	STD.D
1	ICT is too expensive to be used regularly	32 16.2%	56 28.4%	86 43.7%	32 16.2%	2.65	0.890
2	There are no constant electric power supply	33 16.9%	72 36.9%	64 32.8%	26 13.3%	2.57	1.028
3	Parents do not allow me to use ICT materials for learning	28 14.4%	44 22.6%	65 33.3%	58 29.7%	2.22	1.028
4	ICT facilities are not available	30 15.3%	62 31.6%	53 27.0%	51 26.0%	2.36	1.031
5	I do not have enough time to use ICT facilities to study	33 16.85%	64 32.7%	53 27.0%	51 20.4%	2.36	1.031
6	There is no access to the internet	21 10.7%	46 23.4%	73 37.1%	57 28.9%	2.16	0.964
Weighed mean= 2.40							

Table 12 revealed that the responses of respondents to the factors affecting the integration ICT for instruction. The ratings are as follows: ICT is too expensive to be used regularly (2.65) was ranked highest by the mean scores rating followed by There is no constant electric power supply (2.57), I do not have enough time to use ICT facilities to study (2.46), ICT facilities are not available (2.36), Parents do not allow me to use ICT materials for learning (1.22), and lastly There is no access to the internet (2.16).

The table revealed a weighted mean of 2.40 out of the maximum obtainable score of 4.00 which is less than the standard mean of 2.50. This indicated that some of the identified factors were not the factors that affect the integration of ICT for instruction. From the weighted mean results three factors (ICT is too expensive to be used regularly (2.65), There is no constant electric power supply (2.57) and I do not have enough time to use ICT facilities to study (2.46)) were the major factors affecting the integration of ICT for ESL instruction .

Summary of Results and Conclusion

The objective of this research is to examine the participants' perspectives on the integration of ICT for ESL instruction. Regarding participants perspectives of awareness of integration of ICT for ESL instruction the findings suggest that participants are aware of integration of ICT for ESL instruction in Nigeria. There is little difference in the perspectives of awareness of teachers and students. The study was conducted in Ibadan metropolis, the situation might not be the in the rural areas hence there is need for advocacy on the part of government to mark more teachers aware. However awareness is not enough to address the problems poor performance of students in English language examinations.

On the participants' perspectives regarding availability of ICT for integration in ESL instruction, the findings showed that there is low availability. This is not surprising as the same many other educational issues. It can only take the will of government and other stakeholders to address this problem. With regard to the participants' perspectives on integration of ICT for ESL instruction, the study suggests there very poor view. This also bothers on availability which is also poor. It even suggests that available tools are not even integrated. Teachers cannot give what they don't have. They have to be properly trained in the

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use and integration before they do so and this will involve a lot of money and time for which there a lot of complaint by both the government at the centre and states and local governments.

Lastly regarding the participants perspectives on factors affecting integration of ICT for ESL instruction, the findings suggest the same factors that characteristics of problems of society. Lack of finance and unwillingness of government to fund education is a problem. There is lack of power to use available tools and lack of training. Lack of motivation for teachers no access to internet, and inadequate provision of ICT facilities in schools, and inadequate time to use ICT for study and a host of others. Thus with these problems our classrooms remain the way they are and so we find ourselves in a changed world with an unchanged classroom and unchanged thinking. From this evidence base, it will be possible to identify and conceptualize teachers' potentials and limitations in integrating ICT in their ESL classrooms and as well as develop a model to be used in integrating ICT into ESL pedagogy in Nigeria. This will certainly contribute to a better understanding of the integrating ICT into ESL pedagogy in Nigeria and engender a positive effect in terms of modernizing classrooms.

Recommendations

Based on these findings the study recommends as follows: There is need for a needs analysis study to identify and conceptualize teachers potentials and limitations in integrating ICT into ESL classrooms as well as develop a model to be used in integrating ICT into ESL pedagogy in Nigeria. Government and private sector must be willing to finance education and adequately too. Up till now there has only been lip service paid to financing education. It is true that government cannot fund education alone and so there should be collaboration between government, the private sector and other stakeholders to solve the problem of financing education. With appropriate will there will be a better understanding of ICT integration into ESL pedagogy in Nigeria that will engender a positive effect in terms of modernizing classrooms and better results.

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