

**INFLUENCE OF ICT IN THE TEACHING AND LEARNING OF ORAL  
ENGLISH IN SECONDARY SCHOOLS IN OREDO LOCAL  
GOVERNMENT EDO STATE**

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**BY**

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**A RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF  
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**DECEMBER, 2022**

## CERTIFICATION

This is to certify that the project work was carried out by Odozi Mercy Tochukwu, of the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, in partial fulfillment of the requirement for the award of Bachelor of Arts in Education B, A(ED) in English and Literature Education.

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## **DEDICATION**

This research work is dedicated to God Almighty, the author and finisher of my faith, my parents (Mr. and Mrs. Odozi) who painstakingly laid the foundation for my education and giving it all it takes.

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## **ABSTRACT**

This study was carried out to know the extent of influence of ICT in the teaching and learning of Oral English in secondary schools in Oredo Local, Government Edo State. The research was carried out as a survey using relevant literature from journals, magazines, books and the internet, three research questions were raised and analyzed for the purpose of the study. A random sampling technique was used in the selection of 50 secondary school students in secondary schools. The data were collected with questionnaire instrument and analyzed using simple percentage.

The results revealed that:. Influence of ICT in the teaching and learning of Oral English in secondary schools are: The inadequate use of instructional materials, lack of funds, lack of good ICT devices,, teachers lack the technical knowhow on how to use some ICT device in the teaching and learning of Oral English, lack of Electricity ,over population of the classrooms.

Based on the results, it was recommended that there should be proper and regular provision of instructional Materials, funds by the government, teachers that can use ICT devices effectively and efficiently should be employed, constant electricity and equal ratio of teachers to students and well equipped oral laboratory.

## CHAPTER ONE

### INTRODUCTION

#### **Background to the study**

Computer-based tools and methods for acquiring and utilizing information are known as information, communication, and technology (ICT). It includes the network, hardware, and software as well as a number of other gadgets (video, audio, cameras, etc.) that can transform data, images, and sound into widely used digital formats. Fixed-line telecommunications networks and electronic information processing technologies like computers and the internet are included. ICT is a diverse field that applies computer, communication, telephony, and satellite technology (Yusuf, 2000). Information obtained through digital technology has the potential to foster creativity, boost productivity, and improve people's quality of life. A vast, in-depth, and quickly expanding subject of research is ICT in education (Moursund, 2005).uses a wide range of technologies to convey information in diverse forms and to gather, store, alter, and retrieve that information. English language education is one of the key drivers of both domestic growth and global competitiveness.

The term "information and communication technology" (ICT) refers to the various technologies used for the processing, transmission, and transfer of data and information. ICT includes many different types of software and materials in addition to tools like computers, the internet, interface boxes, e-mail, and others.

Although there has been inconsistent progress, using ICT in education and training has been a top focus in Nigeria over the past ten years. ICT has significantly changed how organizations are run as well as how students are taught and how they learn. However, the amounts of ICT spending among the nation's institutions vary greatly. ICT is included into certain schools' curriculums.

Although the English language is not indigenous to Nigeria, it is learned and used there more frequently than the majority of native tongues. Nigeria's second language is English, yet many parents would rather their children learn English than their native tongues. English is the language of instruction in the vast majority of primary schools. Speaking in an indigenous language results in a fine or harsh punishment. The same phenomenon is seen in the majority of secondary schools. English is widely used in tertiary institutions in Nigeria as well. The workplaces must be brought up. Our elderly parents, who are only somewhat educated or never attended school, yet have a yearning for learning English.

According to Iyiola (2010:2), "To suggest that Nigerians' English is horrible is to state the obvious. This is due to the fact that English speech sound instruction in schools has received little attention throughout the years. However, the emphasis recently placed on the phonic technique of teaching English at the primary school level and the addition of an oral English component to the SSCE syllabus are indications of a resurgent interest in proper pronunciation, the author continues.

The addition of spoken English as part of the secondary school's language curriculum is a very welcome move, one that will not only foster positive speech patterns but also have an impact on the language's written form.

The correct speech forms of a language must be well-known to language learners because speech is used more frequently than other forms in every language, according to Ogunsanwo, Duruaku, Ezechukwu, and Nwachukwu (2003:241). The current system appropriately supports oral English as a necessary component of the English language syllabus and one that earns credit in the Senior School Certification Examination, in contrast to the previous system where it was an optional paper and received no credit for the School Certificate Examination. As a result, it is now imperative that sufficient attention be paid to English speech behavior when teaching the language. In any event, the method to studying oral English goes beyond preparing for exams to include its real-world applications. In-

depth practice will be required for the subject matter, both within and outside of the classroom, including during playtime, at home, with friends, and other activities. To become comfortable with the proper pronunciation of difficult sounds, the student should read aloud to oneself and repeat difficult sounds numerous times.

Therefore, as it is a crucial component of the English language, it needs to be taught and learned properly. According to Ede (2010), the introduction of new technologies, such as information and communication technologies, caused a significant change in the difficulties associated with conducting teaching, learning, and research (ICT). The growth of worldwide Information and Communication Technology (ICT), particularly E-learning activities conducted online, has recently had an impact on education. And this might make it easier to provide high-quality education, claims Mustapha (2004), as cited in Nwabuko (2010). The same sound will be made if a recorded sound is played twenty times in oral English teaching and learning, however if a teacher pronounces the same sound twice, two different sounds will be produced. Technology developments in the 20th and 21st centuries have made it possible to investigate the articulatory and acoustic phonetics of ,such that new frontiers like forensic phonetics have been opened.

A new area of phonetics called forensic phonetics is utilized to identify offenders by having forensic phoneticians use technology to recognize voices. By having the

students observe and listen to the pronunciation of both conventional varieties and different forms from around the world on tapes, television, and films, the teacher can help them develop diversity and flexibility in their speech. He goes on to say that all public schools should have language laboratories equipped with at least a radio cassette player, a television with a multimedia receiver like the DSTV, and a video compact disc player for use in teaching English pronunciation.

This research offers a fundamental understanding of how ICT is used in oral English and strengthens teaching and learning to give students access to effective resources and services that will help them achieve their unique needs. Additionally, it will enable networking between students and teachers, strengthening the bonds between them.

ICTs (information and communication technologies) have assimilated into every area of modern life. The practices and procedures of practically every type of endeavor within industry, governance, and the civil service have undergone a fundamental transformation as a result of the usage of ICT. ICT has started to influence education, though not as significantly as it has in other sectors of endeavor. The shift to digital media and information has increased the role of ICT in education, and this role will only continue to grow and evolve in the twenty-first century.

ICT, or information and communication technology, is a necessary component of the modern world. In reality, culture and society must change to meet the demands of the information age. Without a question, ICT has had an impact on the amount and quality of oral English research, teaching, and learning in Nigerian secondary schools. For ICT to continue playing its exalted role as a change agent for the development of Nigerian education, the numerous barriers to its use as a change agent for secondary education must be given considerable attention.

This study on the impact of ICT on Nigeria's educational growth is crucial because it examines how ICT has affected the field of education and weighs its significance, difficulties, and future prospects.

This study is important for the federal government's efforts to restructure Nigeria's academic institutions and sector, as well as for the general public and Scoop researchers who are interested in writing about this topic.

This study's specific goal is to evaluate the impact of information and communication technologies on Nigeria's secondary school curriculum. It also looks at the implications and difficulties of using ICT in secondary schools in the Oredo Local Government Area for teaching and learning oral English.

## **Statement of the Problem**

Computer education is crucial for someone to be able to access and utilize knowledge in a world that is changing quickly. According to the Economic Commission for Africa, having access to and being able to use information is now a requirement for growth rather than a luxury. Unfortunately, many developing nations, particularly those in Africa, seem to lag behind in terms of ICT adoption and usage (Aduwa-Ogiegbean and Iyamu, 2008). For someone to be able to access and use knowledge in a world that is changing swiftly, computer education is essential. The Economic Commission for Africa asserts that access to and proficiency with information are now necessities rather than extras for development. Sadly, many poor countries, especially those in Africa, appear to be falling behind in terms of ICT uptake and usage (Aduwa-Ogiegbean and Iyamu, 2008).

Improvements in teaching and learning, especially in secondary schools in the Oredo Local Government Area, require urgently more focus. This requires the school to use information and communication technology (ICT). The primary focus of this study is on how ICT is influencing oral English instruction and learning in secondary schools in the Oredo Local Government Area of Benin City,

Edo State. It focuses mainly on the value of ICT, the reasons why ICT use in Nigerian schools is low, and offers suggestions.

### **Research Questions**

The following research questions were raised to guide the study.

1. What are the available ICT facilities for the teaching and learning of Oral English in secondary schools in Oredo Local Government Area?
2. To what extent are ICT facilities used in the teaching and learning of Oral English in Secondary Schools in Oredo Local Government Area?
3. What are the benefits of ICT in the teaching and learning of Oral English?

### **Significance of the Study**

This study on the use of ICT in the teaching and learning of Oral English in secondary schools in Oredo Local Government Area of Edo State will be relevant to students, teachers, curriculum planners, educational researchers school administrators, policy makers and government and the general public.

The findings of the Study will encourage teachers and students to develop skills and competencies in ICT technologies for teaching and learning in Secondary Schools.

The teachers will find the result beneficial because it will come up with the best method of teaching and learning of Oral English using ICT. ICT is a new

technological innovation in Nigeria and teachers have not utilized it fully in the teaching and learning of oral English. This study will avail the teachers of the information that will enable them to utilize ICT in the teaching and learning of Oral English with wonderful results.

The study's findings will also be helpful to students since they will introduce them to the methods used in oral English teaching and learning. The students can use the computer to communicate with English native speakers thanks to ICT resources in a language lab. There is no doubt that these techniques and tools will aid them in developing their English language competence.

Additionally, for efficient teaching and learning, curriculum designers will examine the study's findings and incorporate them into the design of the English language curriculum. Once more, this study will add to the body of knowledge on ICT and support Nigerian educational research.

In order to strengthen students' abilities and competences for employability and self-sufficiency, curriculum planners will be required to develop curricula that will integrate successful ways to ICT-technology-driven education at the 21st century's syllabus contents in schools.

ICT (information and communication technology) is crucial for improving educational quality. Due to its advantages in aiding administration operations from

data storage to knowledge management and decision making, ICT applications for administration and management are currently popular in schools. Utilizing ICT (information and communication technology) is crucial for improving educational quality. Due to its advantages in aiding administration operations from data storage to knowledge management and decision making, ICT applications for administration and management are currently popular in schools. Their job is more productive and efficient as a result of the usage of ICT in daily administrative chores.

Finally, the findings of this study will assist the government in upholding its obligation to provide secondary schools with ICT facilities. If secondary schools have access to ICT resources, oral English instruction and learning will be improved.

The results of the study will lead to better student learning and teaching performance. It would encourage students' convenience and flexibility through self-paced learning and time management, as well as enhanced access to top teachers through the international exchange of knowledge over the internet.

The study will provide improved performance in terms of teaching and learning abilities of students. It will promote conveniences and flexibility of students

through self-paced and time, as well as increased access to best quality instructors through sharing of knowledge across borders, via online.

### **Scope and Delimitation of the Study**

The study focuses on the Influence of ICT in the teaching and learning of Oral English in Secondary Schools in Oredo Local Government Area , Edo State.

The study is delimited to all English Students in Secondary Schools in Oredo Local Government Area .The study will be delimited to only ss2 and ss3 student in some selected schools in the study Area.

### **Definition of Terms**

The following terms were defined operationally as used in the study

Teaching: The act of giving out instruction for the purpose of impacting knowledge from one person to another or a group of people.

Learning: Learning means to gain knowledge of skill by study.

Oral English: It can be defined as spoken English.

ICT : Meaning Information Communication Technology.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the review of relevant literature on "Influence of ICT in the Teaching and Learning of Oral English in Secondary Schools in Oredo Local Government Area of Edo State", under the following sub heading:

1. Availability of ICT facilities for the teaching and Learning of Oral English.
2. Extent of ICT facilities used in the teaching and learning of Oral English.
3. Benefits of ICT in the teaching and Learning of Oral English.
4. Merits and demerits of ICT
5. Challenges and limitations of ICT
6. Empirical studies
7. Summary of literature Reviewed.

Availability of ICT Facilities For The Teaching And Learning Of Oral English.

Available ICT facilities for the teaching and learning of Oral English in Secondary Schools in Oredo Local Government includes; Computers (monitors), Internet, audio/video cassettes, TV broadcasts.

## Computer

Computer A typical PC can be used alone or in conjunction with other multimedia learning tools to accomplish the same basic goal of serving as an electronic language learning tool. Hartoyo (2012): 29

According to the Oxford Dictionary, a computer is an electronic device that has the ability to receive information (data) and carry out a series of logical operations in accordance with a predetermined but variable set of procedural instructions (program). The results are produced in the form of information or signals. It has a CPU, monitor, keyboard, and more equipment.

## Audio Device

An interactive multimedia can be created by combining audio devices with other types of media. However, it can also be used on its own as a standalone tool. Speakers, earbuds, CDs, and other audio equipment are available.

## Internet

Through text, audio, video, and email conferencing, the internet can be utilized as a tool for language acquisition.

## Television

Television is a technique for transforming visual pictures (with sound) into electrical signals, sending them over radio or another medium, and then electrically displaying them on a screen, according to the Oxford Dictionary.

### Telephone

Due to the poor quality of analog transmissions, this telephone medium has not been widely employed for language instruction. Conference calls can now be made using new digital innovations with decreased connection costs.

### Mobile device

Mobile devices like smart phones and cell phones that have computer-like software installed allow them to function as mini-personal computers. Utilizing this device's internet.

### Google classroom

A virtual classroom that makes learning simple and enjoyable is called Google Classroom. Teachers might incorporate interactive assignments via websites or educational apps.

Slideshows, minigames, and educational YouTube videos are all acceptable inclusions. Kids learn more effectively and enjoy their educational experience in this way.

Additionally, Google Classroom enables paperless learning. In a matter of minutes, you can quickly grade students on paperless assignments you've created. By doing this, you may save time and concentrate more on enhancing the learning process.

For assignments, grading sheets, attendance records, etc., you can make a separate disk folder. Additionally, you may access all of this on the move using a laptop or a mobile device.

Additionally, Google Classroom enables virtual meetings. You can host parent-teacher meeting sessions online from your home. It's beneficial both for you and the parents. All in all, Google Classroom offers a complete solution for online teaching.

ICT is described as technology whose purpose is to facilitate the process of communicating and transferring information. It's not necessary for communication to take place directly between communicator and communicant. The advancement of ICT has made it possible to express the communication process between communicator and communicant in simple ways. They can speak with each other

over the phone, the internet, e-mail, satellite, television, and other media. The method of those communications can be used to acquire a language. There is communication between the teacher and the pupil when they are learning a language. The teacher and pupils aren't always forced to interact in a specific room or location for the duration of the learning process. As an illustration, a teacher could use the internet as a medium to deliver.

ICT plays a significant role in the context of oral language learning as the "medium" that bridges and enables the learning process or direct communication between students and teachers even when they are not in the same room or location at the same time. A program for learning a language can be developed to give pupils direction, instruction, information, or further explanation as they learn the lessons. ICT is utilized as a reference tool in language acquisition. Computers have endless storage capacity for teachings or references that may be accurately accessed at any time, from any location.

It appears that ICT has benefits and drawbacks. ICT emerges as a "bridge" to bridge the gap and help the learning "survive," though. Teachers who are located remotely can nevertheless instruct students or keep an eye on their progress by using ICT through video conferences. As a result, the development of ICT is viewed as a superior method to the ones now in use for teaching and studying a

particular language. Through the internet, teachers and students can access as many resources as they can that are relevant to the language being learnt, including texts, music, stories, etc. These sites can serve as examples of properly using learnt language in authentic situations. Additionally, the usage of a computer as a more participatory tool can help with You can see, though, that a lot of the technological options in the educational space might make it difficult for teachers to decide on the best ICT technological options.

### Classification of ICT tools

ICT resources are said to work well in classroom settings. In reality, using ICT technologies to teach English effectively improves student attitudes, autonomy, and authenticity. We shall present a number of ICT tools in this part, categorized by their functions. Erben et al., 2009 classification will be used in this regard.

### E-creation resources

These resources encourage creativity in English language learners. They involve using language to create, investigate, and discover things while producing content and developing measurable learning outcomes. Web publishing, presentation software, exercise creation tools, podcasting, cameras, video makers, and audio producers are a few examples of these technologies.

## E-communications tools

Two categories of software exist that facilitate communication between students and professors. First, there are those software categories that enable synchronous (i.e., real-time) contact, such as voice conferencing, board meetings, voice discussions, and instant messaging. Email, text messages sent through mobile phones, and discussion forums are examples of the second kind of software since they happen with a temporal delay (i.e., they are asynchronous).

## E-tools that support reading and writing

The teaching and learning of writing and reading abilities can be aided and enhanced by some ICT tools. Online forums, journals, blogs, wikis, and e-books are a few examples of these resources.

You can produce digital content or online portfolios using blogs, wikis, boards, and journals. They are areas where students carry out group projects. Additionally, they can be applied to learner work summaries or professional development. Blogger, Wikispaces, and more examples of these technologies

E-books also provide a variety of functions. They can be used by learners to improve their reading abilities. E-books, for instance, now include audio, interactive activities, and built-in dictionaries. The ability of users to access e-

books on a variety of gadgets, including tablets, smart phones, and computers, is another benefit of this technology.

E-tools that help with listening and speaking

ICT resources like: can be used to improve listening skills.

Videos and audio files; podcasts and vodcasts; and audio video sharing sites like YouTube.

E-assessment resources

Performances, portfolios, and projects are the three fundamental performance evaluation kinds that Tony Erbe et al. (2009) list. The key distinction between these evaluation methods and typical standardized examinations is that with alternative evaluation methods, the learner "produces evidence of fulfillment of curricula objectives." This proof is provided in the form of a presentation, a project, or a portfolio and may be "archived and used at a later time with other pieces of learning evidence as a compilation of proof to demonstrate achievement."

EBENBERG et al (2009: 153)

These ICT technologies can assist students in developing their language skills, connecting with and interacting with language users, and expanding their

knowledge of various cultural norms, values, and modern lifestyles in nations where English is spoken either as a first language or as a second..

### **Extent to which ICT facilities are used in the Teaching and Learning of Oral English in Secondary Schools**

Communication and understanding are the main goals of language instruction. If this is the case, oral English instruction and learning should be prioritized since they provide information on how words are actually spoken in the English language. Unfortunately, oral English instruction and learning have not received the proper priority in Nigerian classrooms. In terms of description, articulation, and pronunciation, a number of Nigerian languages have sounds that differ significantly from the sounds of the English language. The Nigerian infant is exposed to these languages from birth and develops fluency in at least one of them. The majority of the time, a Nigerian child replaces both the consonant and vowel sounds of their native tongue with those from English.

The majority of English-language learners in Nigeria started out speaking their native tongues. As a result, when learning a second language, the processes for learning a first language get in the way of those for learning the second. Different levels of this interference are present. Nigerian language sound systems interfere with English speech. Since every language has its own unique collection of sounds,

it is to be expected that when two languages are quite different, a student of a second language may hear or make a certain sound in the target language that is the most similar sound in his own language .Because of this, Nigerians use English sounds instead of those from their own tongues that are similar to English. Both consonant and vowel sounds are impacted by this. In place of the consonant sounds that are similar to them in English, Nigerian languages' consonant sounds are used.

. A qualified instructor who can teach the Nigerian child proper pronunciation and intonation is thus necessary for him to learn English. By doing this, the Nigerian youngster should be able to understand both a native speaker of English and other English speakers, as well as be understood when speaking English themselves. To get the best outcomes, teachers must therefore teach oral English in a methodical and sequential manner. The pronunciation issue needs to be approached methodically by secondary school teachers. If language teachers start teaching oral English effectively in elementary and secondary school, students are consequently guaranteed to perform very well in oral English in institutions of higher learning. By doing this, students may have improved their pronunciation to some degree and will be able to communicate effectively in spoken English as well as conduct discussions both inside and outside of the classroom. Teaching oral

English should focus on more than simply helping students pass exams; it should also focus on pronunciation and successful communication.

Also, for effective communication to take place, oral English has to be taught in compliance with the most recent teaching tools and methods. One of these tools for teaching Oral English is ICT of which this study focuses on.

Furthermore, recent efforts made by government towards the ICT development in Nigeria include the following: i. Launching of National Telecommunication Policy (Sept. 2000) ii. Development of a Comprehensive Science and Technology Policy (2001). iii. Development and launching of the National Information Technology Policy (2001) iv. Establishment of the National Information Development Agency (NITDA) (2001). v. Development and launching of the Mobile Internet. vi. Development of the National Information Infrastructure Backbone (NIIB) vii. Launching of the Satellite Systems Programme by the National Space Research and Development Agency (NASRDA) (2001) (Stan 2003). Therefore, it can be seen that the government of Nigeria has recognized the potential of ICT for rapid and all round national development.

In the view of Akele (2013) citing Mousund (2005), ICT include the full range of computer hardware and software, telecommunication and cell phones, the internet and digital video, cameras, robotics, wired and wireless networks etc., which are

used in storing, controlling, exchanging, transmitting and receiving of data or information. ICT generally, can be deduced from the foregoing scholarly views, involves the application of computers and other technological devices to acquire, store, retrieve and disseminate information for the improvement of man and his environment. These applications have enormously transformed the society of the modern man into a global village, and have given everyone access to information irrespective of location.

Additionally, the following recent government initiatives have been made to advance ICT in Nigeria: the introduction of the national telecommunications policy (Sept. 2000) A comprehensive science and technology policy is being developed, see item number two (2001). The National Information Technology Policy's creation and introduction (2001) The National Information Development Agency (NITDA) was established as item number four (2001). development and introduction of the mobile internet. vii. Construction of the National Information Infrastructure Backbone (NIIB) vii. The National Space Research and Development Agency's (NASRDA) 2001 launch of the Satellite Systems Program (Stan 2003). As a result, it is clear that Nigeria's administration has taken note of the potential of ICT for quick and comprehensive national growth.

ICT, in the opinion of Akele (2013), include the full range of computer hardware and software, telecommunication and cell phones, the internet and digital video, cameras, robotics, wired and wireless networks, etc., which are used in storing, controlling, exchanging, transmitting, and receiving data or information. ICT typically refers to the use of computers and other technological tools to gather, store, retrieve, and transmit information for the advancement of man and his environment, as may be inferred from the scholarly ideas presented above. Everyone now has access to information regardless of location, and these applications have significantly transformed the civilization of the modern man into a global village.

In the modern world, oral English is a requirement for the majority of people, and technology advancement has always had a significant impact on education, particularly English education. An engaged teaching and learning environment must be created by the teacher because oral English is one of the most challenging lessons. Information technology has been used to communicate science to a wide audience throughout the history of education. This includes printed books from a few centuries ago, telecommunications, media, and voice recordings on tape, video, television, and CD. According to Kent “ICT in education point of view refers to “information and communication Technology (ICT) such as computers,

communications facilities and features that variously support teaching, learning and a range of activities in education (QCA Schemes of Work for ICT in Kent Country Council. 2004). Moreover, the term information and Communications Technologies includes technologies in which the computer plays a central role, i.e. Computer Assisted Language Learning (CALL), the internet, and variety of generic computer application (Fitzparick and Davies, 2002)

The Internet's advancement in information technology has put educational technology history in a new direction. By leveraging the Internet as a medium, online services in both degree-granting and non-degree-granting education essentially offer educational services to users. A variety of educational program phases, including registration, test entrance, payment, learning, case assignments, case discussions, tests, assessments, conversations, and announcements, can be included in online services. If the school is not using ICT facilities to promote the teaching and learning of oral English, it is imperative given the good effects of numerous research on ICT use to support learning in the classroom. Information and communication technology (ICTs) are becoming inescapable parts of everyday life. ICT use has profoundly altered how practically every endeavor in business, government, and the civil service is conducted. ICT has started to influence education, although its influence has not yet been as significant as it has been in

other sectors of endeavor. The world's transition to digital media and information has increased the importance of ICT in education, and this importance will only increase in the twenty-first century. The world of today would not exist without information and communication technology (ICT)

According to Eshiotse and Okwilague (2016), the impact of information and communication technology on the content and methodology of knowledge in the twenty-first century has been unparalleled, particularly in the teaching and learning of English as a second or foreign language. The use of digital technologies boosts the English teacher's knowledge and broadens his or her area of teaching, provides high-quality learning materials, fosters autonomy in learning, provides computer-based questions and answers, enables students to learn at their own pace and in multiple locations (Akele, 2013). Academically aware nations have long been concerned with ICT use in the teaching of English because of its numerous benefits. incorporated its use into their own educational curricula in order to improve their citizens' language proficiency as well as their ability to employ information literacy in the modern, ICT-driven world.

The usage of ICT in education in Nigeria is behind significantly, according to studies, according to Obagah (2000) and Osumah (2003).

Unquestionably, whether one is a student, businessperson, public servant, or entrepreneur, one cannot participate as a meaningful member of today's literate society without having a working knowledge of information literacy. This is due to the current knowledge explosion and the impact of ICT, which have completely transformed most human endeavors in the knowledge economy. The education sector is where the effects of this globalization are most obvious because access to, use of, and transmission of information are at the center of every action there.

Since today's pupils will live their adult life in a multitasking, complex, technologically advanced, and diversified environment, Ojedokun (2007) noted that they must be prepared to do so. In order for students to fully benefit from learning opportunities, both inside and outside of the classroom, for lifelong learning, they must become information literate learners.

Accessing, evaluating, and using information to address one's specific needs are all part of information literacy, a lifelong learning activity. This is based on the idea that "an individual understands the need for information, and knows how to find, assess, use, and subsequently transmit knowledge effectively to solve specific problems or to make decisions," according to Ojedokun (2007). Therefore, a person who is information literate must be able to identify to solve problems or to make choices. A person who is information literate must consequently be able to

perceive the need for information, understand information sources, have access to information sources from a variety of media, and ultimately use information to solve problems and make educated decisions. The aforementioned is likely the context in which numerous countries around the world, especially those with developed economies, perceive it as advantageous to integrate information literacy programs into their varied educational systems. They have achieved this by emphasizing the use of ICT in all spheres of society and working tirelessly to guarantee that ICT is utilized in all areas of learning in schools in order to advance research, teaching, and learning (Umunadi, 2009; Okwuedei, 2011).

Nigeria's authorities' lack of vision and the nation's technological backwardness make the use of ICT as a teaching tool rather new. According to Danlami and Abubakah (2015), Nigeria awoke from its slumber by approving its ICT policy in April 2004, under the presidency of former President Olusegun Obasanjo. The National Information Technology Department was created as a result of this decision (NTD). Through the deployment of ICT facilities/infrastructure with universal access capacity, the policy's main goal was to connect colleges, universities, research institutes, and the public sector to the internet.

The goals of Nigeria's ICT policy include, according to Danlami and Abubakah (2015), citing Okojie (2007)

i. To make sure that there are ICT resources that are easily accessible to support national development.

ii. To ensure that the nation reaps the most benefits and makes a significant contribution by supplying international solutions to information age problems.

Enabling Nigerians to take part in ICT and software development

iii. ICT should be mainstreamed throughout training and education.

iv. Using venues like NYSC, NDE, and others as a train the trainer program for capacity building, the goal is to create a large pool of ICT-literate workers.

It is crucial that the ICT policy in Nigeria be enshrined in the National Policy on Education to provide it legal backing and ensure the achievement of the high goals previously mentioned. ICT policy, however, wasn't included in the National Policy on Education until 2012, at which point it was made a working document as far as the educational system is concerned.

According to Eshiotse and Okwilague (2016), the Nigerian educational system was ready for the incorporation of ICT thanks to the 2012 national information

technology policy. Thus, the updated National Policy on Education (2012) recognizes the significance of ICT and e-learning in the digital age, as it states that In recognition of the prominent role of Information and Communication Technology (ICT) in advancing knowledge and skills necessary for effective functioning in a knowledge-driven world, government shall provide adequate infrastructure and develop capacity for effective utilization of Information and Communication Technology to enhance education

.The aforementioned policy statement makes it clear that implementing ICT in the education sector is done so in part to facilitate the success of learning experiences by using ICT capabilities to concretely organize teaching and learning encounters. According to Kavaliauskiene and Kavaliaustkiene (2010), learning a language is a lifelong endeavor, thus students must be equipped with methods and strategies to keep learning throughout their lives. As it equips inhabitants of the present day to deal with the technology-driven and rapidly changing world of ICT, ICT application in all facets of learning unquestionably contributes significantly to life-long learning.

In the literature, the benefits of ICT in the instruction and acquisition of oral English have been lauded. According to research, using ICT helps pupils acquire digital material quickly and effectively. ICT is utilized as a tool for students to

identify learning topics, solve difficulties, and propose answers to the problems in the learning process, according to Brush, Glazewski, and Hew (2008). ICT facilitates the acquisition of knowledge and aids in the comprehension of academic topics while involving students in ICT applications. Encourage student-centered and independent learning According to Castro Sánchez and Alemán (2011), students are currently using computers more regularly and purposefully.

By accessing, deciding upon, compiling, and analyzing information and data, they create new knowledge. Students who study using ICT are better equipped to use information and data from multiple sources and evaluate the value of the learning materials. create a stimulating learning environment ICT helps students gain new insights in their subject-matter areas (Chai, Koh and Tsai 2010). ICT offers more original responses to various learning queries. For instance, reading aloud exercises in reading classes frequently involve electronic books. Computers, laptops, personal digital assistants (PDAs), and iPads make it simple for students to read materials of all levels, from beginner to advanced. More specifically, these e-books may include reading programs that provide a reading-aloud interface, useful vocabulary-building exercises, gaining vocabulary, among other things. ICT therefore includes applications that are specifically created to offer creative solutions to a range of learning demands. Encourage group learning in a distance

learning setting. According to Koc (2005), students may collaborate, exchange, and communicate via ICT anytime, anyplace. For instance, a teleconferencing classroom could invite students to congregate concurrently for a topic debate from all around the world. They might have the chance to develop notions, examine ideas, and assess issues. They might assess ICT-based learning options further.

Along with learning together, students also share a variety of learning experiences with one another in order to express themselves and think back on what they have learned. ICT aids students in concentrating on more difficult ideas rather than on less important chores because it is based on a constructive learning strategy (Levin and Wadmany 2006).

According to McMahon's (2009) study, there are statistically significant links between using ICT while studying and developing critical thinking abilities. Longer time spent in an ICT setting can help pupils develop stronger critical thinking abilities. Therefore, it is strongly advocated that schools incorporate technology into all areas of instruction and at all academic levels. Students are able to use technology in these situations to reach greater levels of cognition within particular learning environments.

According to Lowther et al. (2008), autonomy, capacity, and creativity are the three key qualities required to establish high-quality teaching and learning with

ICT. When students utilize ICT autonomously, they take charge of their education. They improve their capacity for functioning both independently and together in this way. Teachers may also give their consent for students to work in groups or with peers to complete particular tasks. Students have greater opportunities to integrate new knowledge with prior knowledge through collaborative learning with ICT, and they have the confidence to take risks and learn from their errors. Serhan (2009) also came to the conclusion that ICT encourages autonomy by enabling teachers to produce their own content, giving them more control over course content than is possible in a traditional classroom setting. When it comes to competence, students can grow the ability to apply and transfer knowledge while using new technology with efficiency and effectiveness as they feel more confident in their learning processes. In addition to hearing the dictionary's native pronunciation, they must also learn the meanings and usage examples for new words. The next step is for them to record their own pronunciation and provide context-relevant examples for the new word. To find an appropriate online audio dictionary before performing this activity, they must be aware of which browser to use. To find the one that best suits their learning needs, they will need to examine different online dictionaries.

Another requirement for these learners is to locate quality voice recording software. As a result, the entire educational process enhances pupils' capacity for learning and increases their knowledge base. Students' creativity can be maximized by using ICT. They might learn about new multimedia tools and produce content in the popular media forms they are exposed to through games (Gee 2007, 2011), CDs, and television. The use of ICT can enhance the quality of teaching and learning by combining student autonomy, aptitude, and creativity. Support teaching by making course content more accessible. Teachers can serve as catalysts for the ICT integration of technology, according to Watts-Taffe et al. (2003). If institutes provide the motivation, tools, and technical assistance required for the Creating an ICT class will be simpler for instructors if institutes provide them with the support, resources, and technological assistance they need. These instructors' major duties will be to modify their course content, design and explain new tasks, and set up the computer lab with the aid of their technology learning specialists or assistants. In conclusion, ICT gives students additional time to investigate outside of the mechanics of course content, helping them to comprehend concepts more fully, as noted by Reid (2002). The link between teaching and learning is altered by ICT use.

## **The Merits of ICT Include**

### 1. Increasing interaction and involvement among students

There is no doubt that technology may improve classroom interaction and raise student engagement when properly included. Simply said, teachers have the ability to explain well-established concepts in fresh and creative ways. If students have access to interactive online resources on Xerxes the Great or can take a virtual field trip to Luxor, for instance, they are significantly more likely to be interested in learning about the history of Ancient Egypt

.Anywhere, at any moment, anyone can learn.

2, Students now have access to their educational resources wherever they are and anytime they want thanks to the uber-connectivity of smart gadgets and the rise of cloud technology. Through apps and virtual student dashboards, collaborative projects may be worked on in real-time and academic learning doesn't have to end in the classroom.

3. The advancement and evolution of technology is a continual; it never stands static. To enhance the digital learning experience in classrooms, developers are constantly releasing apps and making software adjustments. This can only be advantageous for both students and teachers. Multinational technology companies

like Google, Microsoft, and Apple are concentrating not only on creating apps but also entire learning environments

.Given how quickly technology advances, a student who traveled back in time to the 1990s would see classrooms that were completely different from those of today. Similarly, a student who traveled into the future would see learning environments that are almost unrecognizable. The challenge for educators is to stay on top of these rapidly evolving trends and search for fresh ways to use ICT to improve the learning environment.

Reducing teacher paperwork enhances work-life balance.

4. Teachers are no longer restricted to their lesson preparations consisting solely of reams of paperwork and printed handouts thanks to the sheer volume of online resources available to them. Teachers can abandon conventional approaches and embrace digital media by using reliable apps and technologies. Teachers have access to online tests, grading tools, and virtual lesson plans, all of which can help them save time. One-on-one interactions with students, especially those who might require more assistance, can be the focus of some of the available time.

## **Demerits of ICT Includes**

1. Education – Computers, their programs, and the Internet have made educational opportunities available that were not available to previous generations.
2. Lack of job security - Due to the fast-paced change in technology, experts in a wide range of fields believe that ICT has significantly impacted job security. This means that if people want to feel comfortable in their work, they must constantly learn new things or at least stay abreast of changes in their field.
- 3.Overriding Cultures - While ICT may have made the globe a smaller, more interconnected community, it has also led to one stronger culture swallowing a weaker one. For instance, it is currently said that American teens have an influence on how the majority of young teenagers around the world today act, dress, and behave.
4. Privacy - Information technology has undoubtedly sped up, simplified, and improved communication, but it has also raised concerns about privacy. People are increasingly concerned that their formerly private information will become known to the public due to cell phone signal eavesdropping and e-mail hacking.
5. Dependence on Technology - Professor Ian Robertson, a neuropsychology specialist at Trinity College Dublin who conducted the study, said: "People have

more to remember these days, and they are relying on technology for their memory but the less you use of your memory, the poorer it becomes.. people don't bother learning to spell because they use spell-checker, or need a calculator to perform minor addition or subtraction.

### **The benefits of ICT in the teaching and learning of Oral English**

The following are some of the benefits

1. We can get the required information within a fraction of second. Learners become more innovative with the help of e-learning.
2. ICT provides the information to the students which will be useful for them to compete with this competitive world.
3. English lessons that incorporate multimedia applications can exert powerful motivation and provide bored students with exciting new ways to learn.
4. ICT can make students and teachers to work with current and authentic sources.
5. ICT ameliorates the learner's interaction, verbalization involvement in group collaborative learning.
6. Students can learn independently, with ICT pictorial description is available.
7. Provide the facility for easy student management
8. Direct classroom teaching

9. Improved modes of communication
10. Eco-Friendly - Eliminate the usage of paper
11. Direct classroom teaching
12. Minimize cost and saves time
13. Improved data and information security
14. Web-based LMS tools link teachers, students, researchers, and scholars and education together.
15. Teachers are able to teach better with graphics, video and graphics.
16. Teachers can create interesting, well-designed and engaging classroom activities.
17. Provide better teaching and learning methods to spread awareness about the social impact of technological change in education.
18. Promoting and improving the digital culture in universities, colleges, and schools.
19. Automated solutions to paper-based manual procedures and processes.
20. The information required will be more quickly and easily accessible for educational purposes.

### **Advantages of ICT Tools**

1. ICT fosters students' growth in creativity and the acquisition of new skills.

2. ICT encourages the growth of initiative and imagination. Both in terms of form and substance, it is a useful instrument for creating art.

3. It enhances students' academic performance while also significantly enhancing their classroom experience.

4. The motivation and attention levels rise, resulting in increased learning effectiveness.

5. Boosts kids' sense of autonomy and responsibility.

6. Students use tablets as work tools at home, which encourages the adoption of new teaching techniques like online learning, inverted classrooms, etc.

7 It heightens interest. Traditional subjects become more engaging when given access to resources as diverse and rich as films, internet, graphics, and games. To introduce various subjects to students in a thorough and enjoyable manner, multimedia content is a highly helpful tool.

8. There is no doubt that the various digital tools improve collaborative work. Making team projects, working together, and sharing knowledge is simpler than ever.

Through a variety of mediums, close communication between students and teachers is promoted in a less formal and more spontaneous manner.

## **Challenges and Limitation of Using ICT Devices for English Teaching in Schools**

The necessity of incorporating ICT into the educational process in general and the teaching of English language in particular cannot be overstated, it has become obvious. This is primarily because it has the ability to broaden students' knowledge horizons in this rapidly evolving, knowledge-driven information environment. However, research and even simple observation have shown that the majority of English language teachers at all levels of education in Nigeria do not integrate these modern digital teaching aids in the course of delivering their lessons, despite the enormous benefits of applying ICT in the teaching and learning encounter. As a result, this research makes an effort to determine the causes of this obnoxious state of affairs by conducting a meticulous literature search, observation, and interviews. Unfortunately, research has shown that the following reasons account for the lack of ICT integration in the instruction of the English language in Nigerian schools:

**School funding problems:** In Nigeria, education funding has always been a problem. Although the importance of the education sector to national development has been acknowledged, little emphasis has been given to appropriately resourcing it. According to Isa (2015), the funding issue is a result of bad budgetary allocation, the failure to release the full budgetary provision, and improper administration of

the meager monies allocated to the system. Before the Needs Assessment Intervention regime, he claims, the Federal Government's funding for education was pitifully meager: 10.1% in 2007, 13.2% in 2008, 10.1 in 2009, and 6.1 in 2010, respectively. Due to insufficient finance, federally and state-owned schools at all levels pay little or no attention to providing basic facilities.

**Lack of ICT infrastructure/facilities:** The lack of money for ICT causes it to be insufficient or unavailable in some schools while being mismanaged and subject to other forms of corruption in the education system. The majority of school administrators cannot afford to purchase ICT equipment due to their high cost, and as Umunadi (2009) noted, the government contributes relatively little to ICT provision for educational purposes. Due to the lack of these crucial teaching resources, it becomes challenging for the English language instructor to incorporate them into his lesson delivery in this situation. Isa (2015) notes that among troubling circumstances in the educational sector that led to 19 ASUU strikes between 1992 and 2013, poor infrastructure has been the main problem.

**Computer Illiteracy:** A significant issue is the lack of qualified staff to integrate ICT in English language instruction. Most instructors in schools lack the computer literacy necessary to use ICT tools and apps. Many teachers are still resistant to adapting to and utilizing 21st-century modern technology, according to Okwuedei

(2011). They prefer to stick with the status quo in the modern period and do not see the need to change in order to participate in the information economy. As a result, they are unable to use cutting-edge ICT tools to improve their instruction

**Excess work load:** It is indisputable that many teachers at all levels struggle with an excessive workload as a result of rising student enrollment, a teacher shortage, and other factors. Thus, time constraints and an abundance of work on their tables act as obstacles to some instructors' desire to include ICT resources like e-mail, internet, databases, CD-ROMs, video discs, and power point projectors into their instruction, even when they are capable of doing so. Additionally, some English teachers who are lacking in ICT application skills are unable to enroll in computer training programs to advance themselves due to time constraints brought on by an excessive workload.

**Unreliable Power Supply:** It is no longer a secret that Nigeria's electrical supply is a major cause for concern. Even if they are present, ICT infrastructure require power to operate. Some teachers who want to use ICT tools to teach their students find it difficult to do so because of the inconsistent electrical supply. Unfortunately, complete power outages and the enormous expense of maintaining generating sets often make the situation worse. As a result, the English language instructor is

unable to use electrically powered ICT facilities into the teaching process in some schools due to inconsistent electricity supply.

Poor ICT Policy Implementation: Poor policy implementation has been the curse of the Nigerian educational system. In Nigerian schools, especially those in rural regions, the national ICT policy from 2004 has not been successfully implemented. For instance, instructors are not required to upgrade themselves in order to obtain the skills essential to integrate ICT in their lessons. But the ICT for education policy has to specify how using ICT would improve the educational process (Borase, 2014). In order to properly implement the policy, schools must be given enough computers and support resources, instructors must receive training on how to use the tools in their lessons, and schools must undergo quarterly inspections to determine the quality of the program.

## **EMPIRICAL STUDIES**

When comparing the views of English language teachers and students on the use of ICT in the classroom, Kullberg (2011) found that students had a more favorable attitude toward technology than did teachers. According to Darasawang and Reinders (2010), employing internet resources for language learning aids in fostering student autonomy, boosting motivation, and giving students access to a variety of authentic materials that are useful in streamlining English learning. The

use of ICTs in oral English instruction allows for the utilization of a number of devices

English language learning is flexible, dynamic, and innovative as a result of the contents, situations, and instructional strategies (akici, 2016).

According to Chen (2008), teachers must constantly be aware of technology instruments for language acquisition and how they are applied to such learning. To be effective, teachers must find a balance between their personal time and computer use, as well as their roles and those of computers in the classroom. Language teachers must understand how software is utilized to support language instruction, particularly when the language being learned necessitates that students spend a lot of time in the multimedia language lab (Mahdi & Al-Dera, 2013).

Studies have also reported on issues relating to technology and its integration by teachers (Park & Son, 2009; Becta, Chen, 2008; Hubbard, 2008; Egbert, Paulus & Nakamichi, 2002), and concluded that teachers have significant impacts on technology integration in language teaching and learning. However, factors such as teachers' gender (Todman 2000), age (Teo, 2008), and years of experience (Egbert, Paulus & Nakamichi 2002), in addition to some other factors have been identified as playing significant roles in their perceptions and use of technology in language teaching (Mahdi & Al-Dera, 2013). On gender, several reports abound. For

instance, Bain and Rice (2006) reported that gender attitudes and perceptions toward computers are no longer significantly different, while Alrasheedi (2009) reported otherwise that gender influences teachers' perceptions and use of technologies.

Concerning education, Beekman and Rathswohl (2002) have reported that having a knowledge of ICT by teachers undoubtedly plays an essential role in their perceptions toward integrating ICT into language education. Therefore, teachers are expected to be aware of the operations of hardware, software, technology-based classrooms and how these are managed in teaching and learning (Sharp, 2005). In addition, Batane (2004) reported how old and new teachers perceived themselves to be inadequately prepared to utilize technologies in their classrooms, thereby necessitating most teachers to agree to the fact that they need additional training. Sandham (2001) cited by Alrasheedi (2009) concluded that to overcome this challenge, it becomes essential to train English language teachers at varying levels to improve their technology experience.

The use of ICT in teaching and learning has improved instructional delivery of the English Language. Altun (2015) reported that the use of ICT in language teaching assists in enhancing and facilitating the seamless learning of foreign languages. According to Altun (2015), some of the tools used in enhancing language learning included the Internet, smart boards, video games, computers, music players, and

smart phones, among others. According to Alkamel and Chouthaiwale (2018), examples of ICT tools utilized in Oral English learning include non-web-based tools such as radio and television which offer cheap access to rich programs targeted at instructing non-native speakers about the English Language; films, which appeal to learners by heightening their interest, thereby increasing retention of the learned materials; language lab, which is a modern technological teaching aid, through which learners can listen to audios to understand the different accents; and overhead projectors, which allows captivating multimedia on Oral English learning to be projected to learners.

On the other hand, web-based technologies for teaching Oral English are technology-based resources that provide opportunities to develop an interactive, affordable, learner-centered e-learning environment. Many web-based classes exist that offer lessons on Oral English to students in interactive ways. Some of these include YouTube and blogs, skype, Ipods, and many others (Alkamel & Chouthaiwale, 2018).

Researchers such as Yunus (2013), Hismanoglu (2012), Mwalongo (2011), and Garrett (2009) have reported that when technologies are properly inculcated into language instruction, the result is a successful teaching experience. Other studies on the utilization of ICT tools such as the Internet, computers.

## **Summary of Literature Reviewed**

This chapter discussed relevant and related literature on the influence of ICT on the effective teaching and learning of Oral English in junior secondary schools in Oredo Local Government Area of Edo State.

Today, ICTs have become indispensable in the globalized information society of the modern man. The impact of modern digital tools is very much felt in the education system where most academic activities involve the application of ICT. Consequently, the persistent problems associated with the teaching and learning of English as a second language could be ameliorated through effective application of ICT in the teaching of the subject. This discourse has demonstrated that ICT facilities such as power point projector, video discs, CD-ROM, e-mail, internet, and databases in the electronic libraries could be used to facilitate the teaching of Oral English in Nigeria. They have the potential to concretize learning experiences in the areas of discourse writing, speech making, spoken English, grammar, vocabulary development, Literature in English and so on.

However, it has been identified that many English teachers do not integrate these useful tools in their teaching due to certain inauspicious circumstances ranging from poor funding of ICT facilities, incompetence on the part of some teachers and irregular power supply to poor implementation of ICT policy by relevant authorities. But the good news is that all hope is not lost provided both government

and the English instructors would rise to the challenge and play their respective parts effectively. The positive result, when the right things are done, would be the effective application of ICT in the teaching of Oral English in Nigeria.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents the methods and procedures used in carrying out this study. It will be discussed under the following subheadings;

1. Research Design
2. Population of the Study
3. Sample and Sampling Techniques
4. Research Instrument
5. Validity of the Instrument
6. Reliability of the Instrument
7. Method of Data Collection
8. Method of Data Analysis

#### **Research Design**

The research design used for this study was the descriptive survey design which will be used to obtain opinions from samples in the area of study.

#### **Population of the Study**

The population for this study constitutes of Eight thousand eight and ninety students (8890) senior secondary school students in Oredo Local Government Area of Edo State. ( Source; Various schools in Oredo Local Government Area)

## **Sample and Sampling Techniques**

Iwuama et al (2005), view sample as the unit or portion of the population that has been selected for the study. The sample of this study is made up of the students in S.S I-III of the above named secondary schools.

Sampling techniques is a process of taking or selecting any portion of a population as a representative of that population Kerlner (2000). It involves different methods, but the one used for this study is simple random sampling a sample is said to be randomly selected, if each of the member of the group is given equal chance of being selected. It can be carried out by either using the lottery method (balloting/which can be with or in without replacement of table of random digit.

The sample size for this study was compromised of fifty (50) senior secondary school students which will be selected from seven (7) secondary schools in Oredo Local Government Area.

## **Research Instrument**

The research instrument is a questionnaire designed by the researcher. “Influence of ICT in the Teaching and Learning of Oral English in Secondary Schools in Oredo Local Government Area ,Edo State”. The instrument of data collection for this study will be a structured questionnaire designed by the researcher. The questionnaire is rated with Likert scale of strongly agree(SA), Agree(A),

Disagree(D).and Strongly Disagree (SD). The items contained in the questionnaire revolves round the research questions raised in the study.

### **Validity of the Instrument**

The instrument was validated by the researchers' supervisor and one other expert from the Faculty of Education, University of Benin. They would make necessary suggestions and corrections on the instrument before it will be printed for administration.

### **Reliability of the Instrument**

To determine the reliability of the instrument, the questionnaire was administered to twenty (20) students who are not part of the sampled population and the data collected was analyzed using the Cronbach Alpha Coefficient and reliability of 0.77was obtained. This indicated that the instrument used was reliable.

### **Method of Data Collection**

A total number of twenty (20) questions and 50 copies of questionnaire were distributed to the students respectively. This method of data collection will be used in order to gather accurate information about the influence of ICT in the teaching and learning of oral English in senior secondary schools.

## **Method of Data Analysis**

The data collected was analyzed using simple percentages and frequency tables.

The researcher may need to adopt other statistical measures to define the data collected.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

#### Section A: Demographic Data

Table 1: Distribution of Respondents by Sex

Sex	Frequency	Percentage (%)
Male	23	46%
Female	27	54%
Total	50	100%

The result presented in table 1 showed that the majority 27% of the respondents were females, while 23% were male which indicated that females participate more in the data collection.

Table 2: Age Distribution of Respondents

Age Group	Frequency	Percentage(%)
15-17 years	12	24%
18- 20 years	28	56%
21- 23 years	10	20%
TOTAL	50	100%

From table 2, it is revealed that 24% of the respondents sampled range from 15-17 years of age, while 56% of the same sampled population ranges from between 18-20 years of age. Lastly, 20% of the sampled population range from 21-23 years of age.

Table 3: Class Distribution of Respondents

Class	Frequency	Percentage(%)
SSS 1	26	52%
SSS 2	24	48%
TOTAL	50	100%

Table 3 shows the class distribution of respondents. From the analysis shown above, it revealed that 52% of the sampled populations are in SSS 1. While 48% are in SSS 3.

## Section B: Response to the Research Questions

### Research Question One: What are the devices used in teaching and learning of oral English in secondary schools?

Table 4: Responses on the devices used in teaching and learning of oral English in secondary schools

S/N	Distribution of items	SA	A	SD	D	TOTAL
1	Project and laptop are used when I am taught Oral English	24%	20%	22%	34%	100
2	During English classes, my teacher allows me use my smart phone	22%	16%	30%	32%	100
3	When I am given an English assignment, I use the laptop as a tool to browse the internet.	30%	32%	18%	20%	100
4	I listen to Radio news broadcast to get correct English pronunciation of some words	32%	30%	16%	22%	100
5	I read Newspapers ,in order to learn new English words everyday	20%	18%	32%	30%	100

Table 4 gave the responses of students on ICT devices for the teaching and learning of Oral English in secondary schools in Oredo Local Government Area.

From the table, it is obvious that computer systems and laptops are scarcely used in the teaching and learning of oral English in most of the schools sampled. Also, It is obvious from analysis that laptops and internet are used by students in doing their homework. Also from the table above, it shows that students learn oral English faster through radio broadcasts, and they don't read Newspapers to learn English words everyday.

### **Research Question 2: Availability of ICT Devices in the Teaching and Learning of Oral English in Secondary Schools**

Table 5: responses on the availability of ict devices in the teaching and learning of oral English in secondary Schools use

S/N	Distribution of items	SA	A	SD	D	TOTAL
1	My teacher uses the I-pad to teach me	18%	18%	18%	46%	100
2	ICT devices like TV , laptop are available in my school and it is use for teaching and learning of oral English	14%	22%	28%	36%	100
3	ICT devices are not available in my school	26%	32%	22%	20%	100
4	For quality sound production my teacher uses the public address system to teach in class	14%	20%	34%	32%	100
5	Funds are not available to get these ICT devices	28%	32%	24%	16%	100

Table 5 gave the responses of students on the availability of ICT facilities for the teaching and learning of Oral English in secondary schools in Oredo Local Government Area. From the table, it is obvious that computer systems are not available in most of the schools sampled. Also, it is obvious from analysis that laptops and public address systems for Oral English teaching and learning are also not available in senior secondary schools in the area of study. Also from the same table, not too significantly pronounced is the availability of ICT devices for teaching and learning Oral English in senior secondary schools. And also there are insufficient funds to get these ICT devices of the smooth running of the learning and teaching of Oral English.

### Research question 3: Students Awareness of ICT Devices Availability in Senior Secondary Schools

Table 6: response on student's awareness of ICT devices availability in secondary schools

S/N	Distribution of items	SA	A	SD	D	TOTAL
1	ICT devices like projector, laptop and desktop computers are not available in my school and it cannot be used to teach	36%	22%	20%	22%	100
2	Oral Language learning can be done without ICT devices	34%	26%	20%	20%	100
3	We are used to conventional way of teaching	42%	20%	18%	20%	100
4	We do not use ICT devices in my area due to Electricity	46%	30%	10%	14%	100
5	Teaching and learning of Oral English can be done without ICT devices	20%	42%	22%	16%	100

Table 6 gave the response on students awareness of ICT devices availability in senior second schools, it shows that multimedia devices like projectors, laptop, desktop Computers are not available in senior secondary schools in Oredo Local Government Edo State. Oral English is taught without ICT devices, they are used to

the conventional way of teaching ,ICT devices are not used in senior secondary schools due to lack of electricity.

**Research Question 4: Factors Affecting the Utilization of ICT in the Teaching and Learning of Oral English in Senior Secondary Schools**

Table 7: Response on the factors that affect the utilization of ICT in the teaching and learning of oral English in secondary schools

S/N	Distribution of items	SA	A	SD	D	TOTAL
1	I do not use ICT devices due to lack of electricity	30%	32%	24%	14%	100
2	The price of getting these devices are expensive	40%	32%	14%	14%	100
3	Network is always down ,when I use the Internet	32%	22%	22%	24%	100
4	My teacher lacks the technical know-how on how to use some ICT device in teaching and Learning of oral English	18%	24%	36%	22%	100
5	The data charges of the various networks are expensive.	48%	24%	20%	8%	100

Table 7 gave the response on factors that affect the utilization of ICT in the teaching and Learning of Oral English in secondary schools in Edo State. It shows that the prices of getting ICT devices are expensive. The network is always down whenever they try to use the internet and also the teacher lacks the technical know-how to use some ICT device in teaching and learning of Oral English. And also the data charges of various networks are expensive.

## **DISCUSSION OF FINDINGS**

The result of the study has been quite instructive, informative and revealing. Based on the analysis of data or information collected from the opinion of the respondents on; **INFLUENCE OF ICT IN THE TEACHING AND LEARNING OF ORAL ENGLISH IN SECONDARY SCHOOLS IN OREDO LOCAL GOVERNMENT, EDO STATE.**

The study focused on the influence of ICT in the teaching and learning of Oral English on junior secondary schools in Oredo Local Government Area of Edo State. From analysis obtained in the field from like-minded students in the above-mentioned institution, the following results are presented;

Data provided in research items 1 – 5 answered to research question 1, “What are the ICT devices used in the teaching and learning of Oral English in secondary

schools in Oredo Local Government?” When talking about ICT Devices , the first thing that comes to mind is computer systems.

A functioning ICT classroom or laboratory must have a functioning and usable computer system, either a desktop or laptop computer, or even both. This study revealed that computer systems are available for the teaching of Oral English.

Also, another requirement for Oral English is public address systems, projectors..

One fundamental challenge every government has is the provision of teaching and learning facilities. Funds are not budgeted enough for the provision of these facilities. From findings of this study, it is revealed that public address systems and projectors are scarcely available. Also, multimedia projectors and voice assistant software are not readily available for the teaching and learning of Oral English in Oredo Local Government Area of Edo State. By using ICT devices in the teaching and learning of oral English students’ creativity can be optimized. They may discover new multimedia tools and create materials in the styles readily available to them through games (Gee 2007, 2011), CDs, internet, projector and television.

With a combination of students’ autonomy, capability, and creativity, the use of ICT can improve both teaching and learning quality. Support teaching by facilitating access to course content Watts-Taffe et al. (2003) found that teachers can act as catalysts for the integration of technology through ICT. If the encouragement, equipment, and necessary technological support are available from

institutes for the teachers, developing an ICT class will be easier for them. The main responsibilities of these teachers will be changing their course format, creating and explaining the new assignments, and arranging for the computer lab through their technology learning specialists or assistants. In sum, as Reid (2002) has indicated, ICT offers students more time to explore beyond the mechanics of course content allowing them to better understand concepts. The use of ICT also changes the teaching and learning relationship. Based on the findings of Reid's study, teachers reported that the relationship between teacher and learner is sometimes reversed with regards to information technology.

#### Research Question two

Items 6 – 10 was presented to answer this research question 2 which states the availability of ICT devices in the teaching and learning of Oral English

The use of ICT in teaching and learning has improved instructional delivery of the English Language. Altun (2015) reported that the use of ICT in language teaching assists in enhancing and facilitating the seamless learning of foreign languages. According to Altun (2015), some of the tools used in enhancing language learning included the Internet, smart boards, video games, computers, music players, and smartphones, among others. According to Alkamel and Chouthaiwale (2018), examples of ICT tools utilized in Oral English learning include non-web-based tools such as radio and television which offer cheap access

to rich programs targeted at instructing non-native speakers about the English Language; films, which appeal to learners by heightening their interest, thereby increasing retention of the learned materials; language lab, which is a modern technological teaching aid, through which learners can listen to audios to understand the different accents; and overhead projectors, which allows captivating multimedia on Oral English learning to be projected to learners.

On the other hand, web-based technologies for teaching Oral English are technology-based resources that provide opportunities to develop an interactive, affordable, learner-centered e-learning environment. Many web-based classes exist that offer lessons on Oral English to students in interactive ways. Some of these include YouTube and blogs, skype, Ipods, and many others (Alkamel & Chouthaiwale, 2018). The summary of the availability of ICT devices in the Teaching and Learning of oral English. Most ICT facilities seen in schools today are redundant, especially the study area. They are not put to good use. It could be as a result of the inexperience of the teachers or some of these facilities are damaged already. The government therefore have a big role to play in providing for ICT facilities in secondary schools in Oredo Local Government and employ teachers who are ICT-inclined to make good use of them.

Items 11 – 15 answered research question 3, the students' awareness of ICT devices availability in secondary schools

ICT in the teaching and learning of Oral English was relayed. Respondents agreed that the knowledge of ICT boost students' understanding of Oral English, also ICT use for Oral English promotes students understanding. Students are not aware of the availability of ICT devices in school, therefore hampering the smooth Flow of effective teaching.Chen (2008) found that teachers and students need to continuously be aware of technological tools for learning language and how they are used to facilitate such learning. To work, teachers need to strike a balance between their time and computer time, as well as their roles and the roles of computers in their instructional duties. Language teachers and students need to be able to determine how software is used to support the teaching of language especially in situations where the language being learned requires students to spend a specific high amount of time in the multimedia language laboratory (Mahdi & Al-Dera, 2013).

Items 16 – 20, it shows us the response on factors that affect the utilization of ICT in the teaching and Learning of Oral English in secondary schoola in Edo State.It shows that the prices of getting ICT devices are expensive. The network is always down whenever they try to use the internet and also the teacher lacks the technical know how to use some ICt device in teaching and learning of Oral English. And also the data charges of various networks are expensive.s. They have achieved this

by emphasizing the use of ICT in all spheres of society and working tirelessly to guarantee that ICT is utilized in all areas of learning in schools in order to advance research, teaching, and learning (Umunadi, 2009; Okwuedei, 2011) Nigeria's authorities' lack of vision and the nation's technological backwardness make the use of ICT as a teaching tool rather new. According to Danlami and Abubakah (2015), Nigeria awoke from its slumber by approving its ICT policy in April 2004, under the presidency of former President Olusegun Obasanjo. The National Information Technology Department was created as a result of this decision (NTD) Through the deployment of ICT facilities/infrastructure with universal access capacity, the policy's main goal was to connect colleges, universities, research institutes, and the public sector to the internet.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study as well as the conclusion drawn. It also outlined the recommendations proffered in view of the findings made with suggestion for further research.

#### Summary

The study was conducted to find out Influence of ICT in the teaching and learning of oral English in secondary schools in Oredo Local Government Area , Edo State,50 students in ss2 and ss3 were used for the study.

The summary can be highlighted;

- 1, ICT devices are not available in secondary schools, thereby hampering the effective and efficient way of teaching and Learning of oral English in secondary school.
2. The lack of electricity, lack of trained and experienced oral English teachers also make the study of oral English with the use of ICT very difficult.
3. Funds are not made available by the government for the provision of ICT gadgets, in order for student to make good use of it

## **Conclusion**

From the results obtained, the following conclusions were drawn:

1. Computers are readily not available in secondary schools but are not put to good use .
2. Seminars and workshops are not organized by the government to in order to educate teachers on how to make good use of ICT facilities for the teaching and learning of Oral English The ICT facilities includes e g laptops , public address system, Ipad.
3. Teachers do not make use of ICT facilities for teaching students in Oredo Local Government Area.
4. Students don't maintain ICT facilities in schools.

## **Recommendations**

Based on the findings and conclusions of this study, the following are recommended;

1. The government should provide ICT facilities like (Computer, Ipad and projectors) for teaching and learning in Oredo Local Government, especially for Oral English.

2. The school management should organize seminars and workshops to train teachers on the use of modern technological gadgets for the teaching and learning of not only Oral English, but other subjects being taught in schools.
3. Students should be given orientation on how to use and manage ICT facilities provided for them in order to increase the lifespan of those gadgets provided.
4. Schools should provide a proper maintenance schedule for the safeguarding of ICT facilities in schools.
5. The students should be guided in their usage of ICT facilities for learning concepts in Oral English.

### **Suggestions for further study**

This study investigated the influence of ICT in the teaching and learning of oral English in secondary schools in Oredo Local Government Area Edo State. The future researcher may repeat this study by using larger population such as more secondary schools.

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**APPENDIX**  
**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN**  
**THE INFLUENCE OF ICT IN THE TEACHING AND LEARNING OF**  
**ORAL ENGLISH IN SECONDARY SCHOOLS IN OREDO LOCAL**  
**GOVERNMENT**

Dear Respondents,

The researcher is an Undergraduate Student of the above University, Faculty and Department. She is currently carrying out a research titled “The influence of ICT in the Teaching and learning of Oral English in Secondary schools” ( A case study of Oredo Local Government Area of Edo State). The information supplied will be administered only for the purpose of this study and will be treated with utmost confidentiality.

Thanks for your understanding and assistance.

**SECTION A**

Please tick (✓)where appropriate.

Sex: Male [ ] Female [.]

Class: SS1[ ], SS2[ ] SS3 [ ]

Age: 13 - 15 [ ] . 16 - 17 [ ] 17 above[ ]

SECTION B

Please tick(✓)answer of your choice

KEY: SA - STRONGLY AGREE

A: AGREE

D: DISAGREE

SD: STRONGLY DISAGREE

For Each Statement Tick (✓) any of the column “SA”, “A”, “D” or “SD”

S/N	ITEMS	SA	A	SD	D
	<b>Devices used in teaching and learning of oral English in secondary schools</b>				
1	Project and laptop are used when I am taught Oral English				
2	During English classes, my teacher allows me use my smart phone				
3	When I am given an English assignment, I use the laptop as a tool to browse the internet.				
4	I listen to Radio news broadcast to get correct English pronunciation of some words				
5	I read News papers ,in order to learn new English words everyday				
	<b>Availability of ICT devices in the teaching and learning of oral English in secondary schools</b>				

6	My teacher uses the I-pad to teach me				
7	ICT devices like TV , laptop are available in my school and it is use for teaching and learning of oral English				
8	ICT devices are not available in my school				
9	For quality sound production my teacher uses the public address system to teach in class				
10	Funds are not available to get these ICT devices				
	<b>Students awareness of ICT devices availability in senior secondary schools</b>				
11	ICT devices like project, laptop and desktop computers are not available in my school and it cannot be usee to teach				
12	Oral Language learning can be done without ICT devices				
13	We are used to conventional way of teaching				
14	We do not use ICT devices in my area due to Electricity				
15	Teaching and learning of Oral English can be done without ICT devices				
	<b>Factors affecting the utilization of ICT in the teaching of oral English in secondary schools</b>				
16	I do not use ICT devices due to lack of electricity				
17	The price of getting these devices are expensive				

18	Network is always down ,when I use the Internet				
19	My teacher lacks the technical know how on how to use some ICT device in teaching and Learning of oral English				
20	The data charges of the various networks are expensive.				

## RELIABILITY

Scale: ALL VARIABLES

### Case Processing Summary

	N	%
Cases. Valid	20	100.0
Excluded	0	.0
Total	20	100.0

a. Likewise deletion based on all

Variables in the procedure.

### Reliability Statistics

Cronbachs. Alpha	N of Items
.77	<b>20</b>

