

**AVAILABILITY AND USE OF ICT FOR ORAL ENGLISH LEARNING IN
PRIVATE SECONDARY SCHOOLS IN IKPOBA-OKHA LOCAL
GOVERNMENT AREA**

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

NOVEMBER 2025

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF B.A(ED) DEGREE IN
ENGLISH AND LITERATURE EDUCATION**

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CERTIFICATION

We, the undersigned certify that this research work was carried out by
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Foundations, Faculty of Education, University of Benin.

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Head of Department

Date: _____

DEDICATION

This research project is dedicated to God Almighty who has been the pile of my life, fountain of my knowledge and merciful to me. Also, to my lovely parents Mr. and Ojiezele for their constant support throughout the course of this study.

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The researcher's appreciation goes to Almighty God for His mercy and protection throughout this journey. She is immensely grateful to her project supervisor, Dr Mrs O.O Osawaru, for her guidance and valuable insights throughout the research process. Her commitment, dedication, and assiduous effort in shaping the direction of this study have been immeasurable.

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TABLE OF CONTENTS

	PAGE
TITLE	i
CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	vii
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	3
Research Questions	3
Purpose of the Study	4
Significance of the Study	4
Scope and Delimitation of the Study	5
CHAPTER TWO: LITERATURE	
The Concept of ICT	6
ICT for Learning Oral English	9
ICT Gadgets for Learning Oral English	11
Learning in a Private School	13
Summary of Literature Reviewed	15

	PAGE
CHAPTER THREE: METHODOLOGY	
Research Design	17
Population of the Study	17
Sample and Sampling Technique	17
Research Instrument	18
Validity of the Instrument	18
Reliability of the Instrument	18
Method of Data Collection	19
Method of Data Analysis	19
CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDING	
Presentation of Results	20
Discussion of Findings	23
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	
Summary	25
Conclusion	26
Recommendations	27
Suggestions for Further Studies	27
REFERENCES	28
APPENDICES	29

ABSTRACT

This study investigated the availability and use of Information and Communication Technology (ICT) for Oral English learning in secondary schools in Ikpoba Okha Local Government Area of Edo State. The purpose of the study was to determine the extent to which ICT gadgets are available and used in teaching and learning Oral English. The study adopted the descriptive survey design, and data were collected through structured questionnaires administered to fifty (50) teachers across selected urban and rural secondary schools.

The data were analyzed using simple percentages and frequency distribution tables. The results revealed that ICT gadgets such as computers and projectors are moderately available in most schools, while other facilities like language laboratories, audio recorders, and interactive whiteboards are either scarce or completely unavailable, particularly in rural areas. The findings of this study indicate that the integration of ICT in teaching and learning Oral English in secondary schools within Ikpoba Okha Local Government Area remains below optimal level. Although some ICT tools such as computers and projectors are available, their usage is not consistent across schools, and facilities like audio recorders and language laboratories are generally lacking.

Based on this study findings, the following recommendations were made; Schools, especially in rural areas, should be equipped with essential ICT facilities such as computers, projectors, audio recorders, and language laboratories; Regular workshops and in-service training should be organized to enhance teachers' ICT competence for effective Oral English instruction; and Schools should establish technical support or maintenance committees to ensure ICT equipment remains functional and well-maintained.

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, 2005). 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). It uses a wide range of technologies to convey information in diverse forms and to gather, store, alter, and retrieve that information. Since ICT plays such an important role in education, it is necessary to consider its relevance to English language studies.

The English language encompasses both the study of the language itself (grammar, vocabulary, phonetics, etc.) and the study of literature written in English. Topics can range from foundational elements like parts of speech and sentence structure to more advanced areas like literary analysis, rhetoric, and sociolinguistics. Essentially, anything that involves the English language, whether spoken or written, can be considered a topic within

English studies. Within the broad study of English, oral English is particularly significant because of its role in developing communication and literacy skills.

Oral English, also known as spoken English, refers to the use of spoken words to express thoughts, ideas, and feelings. It encompasses both the ability to speak and the ability to listen effectively. Developing oral English skills is crucial for communication and literacy, serving as a foundation for reading and writing. Because oral English is so central to learning, it is important to examine the school environment where it is taught, especially private secondary schools. A private secondary school is one that is established, managed, and funded through private means such as tuition fees, donations, and other non-governmental sources. These schools are not sponsored by the government but are maintained through the financial contributions of parents and guardians as well as support from private individuals or organizations. Because of this mode of funding, private schools are often believed to be better equipped to provide facilities and resources that enhance teaching and learning. This perception extends to the use of ICT tools, especially for subjects like oral English where technology can play a significant role in improving learning outcomes. This makes it necessary to investigate not only the presence of ICT in private schools but also the extent to which such technologies are applied in oral English learning.

Therefore, this study would not only examine the availability of ICT in private secondary schools but also investigate whether these technologies are being effectively used for oral English instruction. By focusing on this issue, the study provides a foundation

for understanding whether ICT is truly applied in oral English teaching, while also assessing its role in improving learning outcomes.

Statement of the Problem

In some private secondary schools in Ikpoba Okha Local Government Area, ICT tools are available but remain underutilized in oral English classrooms. Challenges such as inadequate teacher training, limited technical support, and low integration of ICT into classroom practices hinder their effective use. Consequently, students are unable to fully develop essential oral communication skills such as pronunciation, listening, and speaking. This in turn limits their overall English proficiency and affects their performance in both internal and external examinations. Thus, the gap between ICT availability and its actual classroom use forms the central problem that this research seeks to explore.

Research Questions

The following research questions were raised to guide the study:

- What are the available ICT facilities for learning oral English in private secondary schools in Ikpoba Okha Local Government Area?
- To what extent are ICT facilities used in learning oral English in private secondary schools in Ikpoba Okha Local Government Area?
- Is the use of ICT facilities for learning oral English in private secondary schools in ikpoba Okha local government area dependent on school location?

Purpose of the Study

The purpose of the study is to examine the availability of ICT in private secondary schools in Ikpoba Okha Local Government Area and to determine the extent of its use in teaching and learning oral English. By clearly outlining the purpose, the study establishes the pathway through which the research questions will be addressed.

Significance of the Study

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

The findings will encourage students to develop skills and competencies in ICT for learning in secondary schools. By being introduced to ICT methods for oral English learning, students can interact with language software and even communicate with English native speakers in language labs. Such techniques will help them improve their competence in pronunciation, fluency, and comprehension. In the same way, teachers will also benefit because the study will expose them to best practices for using ICT in oral English classrooms, thereby improving their instructional methods.

Furthermore, curriculum planners stand to gain from the study's outcomes, as they can use the findings to incorporate ICT-driven strategies into the English language curriculum. Such integration would help strengthen students' employability and self-sufficiency in the 21st century. In addition, the study will contribute to the body of

knowledge in educational research and support the wider application of ICT in Nigeria's education system.

By highlighting the administrative and instructional benefits of ICT, it emphasizes how technology can improve productivity, decision-making, and the overall quality of education. Finally, the findings will guide the government and school administrators in sustaining efforts to ensure that ICT facilities are not only provided but also effectively utilized in oral English instruction. Thus, the significance of the study emphasizes the need for well-structured research into ICT use in private schools, making it necessary to define the scope and limits of this work.

Scope and Delimitation of the Study

The study focuses on the availability and use of ICT in the teaching and learning of oral English in private secondary schools in Ikpoba Okha Local Government Area of Edo State. It is delimited to secondary school teachers in private secondary schools within Ikpoba Okha Local Government Area.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, related literature review would be reviewed under the following

- The Concept of ICT
- ICT for Learning Oral English
- Learning in a Private School
- Summary of Literature Reviewed

The Concept of ICT

Information and Communication Technology (ICT) is one of the most significant developments in the modern world. It refers to the integration of computing technologies with communication systems to collect, process, store, and transmit information efficiently. ICT has become an essential tool for education, business, governance, healthcare, and everyday life, making the world more interconnected and accessible.

Definition of ICT

ICT can be defined as a broad field that encompasses all forms of technology used for handling information and enabling communication. It includes both traditional tools, such as telephones and radios, and modern systems, such as computers, the internet, and mobile networks. In essence, ICT merges the capabilities of information technology with communication technology to enhance the way people access, share, and utilize knowledge.

Components of ICT

The concept of ICT is made up of several key components which work together to deliver effective technological services. These include:

- Hardware – physical devices such as computers, mobile phones, routers, projectors, and servers.
- Software – applications and programs that allow devices to function, including operating systems, productivity tools, and specialized apps.
- Networks – communication systems that connect people and devices, including the internet, intranets, Wi-Fi, and mobile data.
- Data and Information Systems – databases, cloud services, and platforms that organize and store knowledge.
- People (Users) – individuals who operate and manage ICT systems to achieve desired outcomes.
- Processes and Services – methods through which ICT is applied in areas like education, healthcare, commerce, and governance.

Functions of ICT

ICT performs vital functions that drive progress in society. Some of these functions are:

- Storage and retrieval of information through databases and cloud systems.
- Facilitation of communication via emails, video conferencing, social media, and instant messaging.

- Automation of tasks in industries, banking, customer service, and government processes.
- Support for education and research through e-learning platforms and digital libraries.
- Improvement of business operations through e-commerce, online banking, and digital marketing.
- Provision of entertainment through streaming services, online gaming, and digital media.

Importance of ICT

The relevance of ICT in today's society cannot be overstated. It plays a vital role in several ways:

- Promotes global connectivity by linking people across different continents.
- Increases access to information and knowledge through online platforms.
- Enhances economic growth by creating jobs and supporting digital businesses.
- Encourages innovation in science, engineering, and health sectors.
- Improves efficiency in time management, resource use, and service delivery.
- Fosters inclusivity by giving marginalized groups opportunities to participate in education and business.

Applications of ICT

ICT is applied in virtually every sector of life. Examples include:

- Education – smartboards, e-learning platforms, and virtual classrooms.
- Health – telemedicine, electronic health records, and health apps.

- Banking and Finance – mobile banking, ATMs, and online transactions.
- Media and Entertainment – streaming services, online news, and social networking.
- Government – e-governance systems, digital tax services, and online identity management.

Challenges of ICT

Despite its numerous benefits, ICT faces some challenges. These include:

- The digital divide, where access to ICT is unequal between developed and developing nations.
- Cybersecurity threats such as hacking, identity theft, and online fraud.
- Privacy concerns due to misuse of personal data.
- Over-dependence on technology, which may reduce human interaction and creativity.
- Rapid technological change, which makes some systems quickly outdated.

ICT is the backbone of the modern world, transforming the way people live, learn, work, and interact. Its components, functions, and applications cut across every sector of society, providing opportunities for growth, efficiency, and innovation. Although it faces challenges such as cybersecurity and the digital divide, ICT remains an essential driver of development in the 21st century.

ICT for Learning of Oral English

Information and Communication Technology (ICT) has transformed the way knowledge is acquired and shared in the modern world. In education, ICT provides tools that enhance teaching and learning by making knowledge more interactive and accessible.

One area where ICT has proven especially useful is in the learning of Oral English, as it provides learners with opportunities to listen, practice, and improve pronunciation, intonation, and fluency beyond the traditional classroom setting.

English and Oral English

English is a global language used for communication in education, business, science, and technology. In Nigeria and many other non-native English-speaking countries, competence in English is essential for academic success and career development. However, learning English goes beyond grammar and writing; it also involves effective oral communication.

Oral English is the spoken aspect of the language that focuses on correct pronunciation, stress, rhythm, and intonation. It is vital because it enhances communication skills, promotes confidence in speaking, and helps learners use the language effectively in real-life situations. ICT has made learning Oral English easier and more engaging by providing technological gadgets and applications that expose learners to native-like models of speech and interactive exercises.

A study conducted by Adegbite and Olateju (2019) examined the impact of ICT gadgets on the learning of Oral English among secondary school students in southwestern Nigeria. The researchers found that students who regularly used ICT tools such as smartphones, language laboratory software, and interactive whiteboards performed significantly better in oral tasks compared to those taught only through traditional methods. The study concluded that ICT enhances learners' exposure to authentic English sounds and

provides opportunities for repetitive practice, which improves their oral proficiency.

ICT has proven to be an indispensable tool in the learning of Oral English. By providing learners with access to gadgets such as smartphones, computers, tablets, projectors, and headphones with microphones, students can listen, practice, and refine their spoken English more effectively. Empirical evidence supports the view that ICT enriches the learning process and significantly improves oral competence. Therefore, integrating ICT into the teaching and learning of Oral English remains a crucial step in improving communication skills in English as a second language

A study carried out by Akinwale (2020) investigated the impact of Oral English instruction in private secondary schools in Lagos State, Nigeria. The study revealed that students in private schools who had access to ICT tools such as language laboratories, projectors, and audio dictionaries performed better in oral tasks compared to students in schools without such resources. It was also found that the smaller class sizes in private schools provided more opportunities for students to practice and receive feedback from teachers. The study concluded that the integration of ICT in private schools significantly improves learners' oral proficiency and boosts their confidence in spoken English.

ICT Gadgets for Learning Oral English

There are several ICT gadgets that support the learning of Oral English. Among them, five stand out for their effectiveness:

- Smartphones – Smartphones are powerful tools for learning Oral English. They support applications such as dictionary apps with audio pronunciation, language

learning platforms like Duolingo or LingQ, and video-sharing platforms like YouTube. With smartphones, learners can listen to native speakers, record their own voices, and compare pronunciation, which enhances self-practice.

- **Computers and Laptops** – Computers provide access to multimedia resources that support Oral English learning. Language laboratories, pronunciation software, video conferencing apps like Zoom, and digital libraries are accessible through computers. They also allow learners to use speech recognition software that provides immediate feedback on spoken English.
- **Tablets** – Tablets combine portability with functionality, making them suitable for interactive learning. Educational apps designed for oral practice, e-books with audio support, and interactive exercises can be accessed on tablets. Their touchscreen feature makes learning more engaging, particularly for young learners.
- **Projectors and Interactive Whiteboards** – In classroom settings, projectors and interactive whiteboards help teachers demonstrate correct pronunciation using audiovisual materials. They can display videos, phonetic drills, and speech exercises for group learning. Interactive whiteboards allow learners to participate directly by touching and manipulating digital content, which encourages active practice.
- **Headphones and Microphones** – Good-quality headphones and microphones are essential for oral English learning. Headphones ensure clarity when listening to pronunciation models, while microphones enable learners to record their voices for feedback and correction. They are especially useful in language laboratories and

during online learning sessions.

Learning in a Private School

Education is a vital tool for personal and societal development. The type of school a child attends greatly influences the quality of learning they receive. In many societies, private schools have become important institutions that provide an alternative to public education. They are often distinguished by smaller class sizes, better facilities, closer teacher–student interaction, and more individualized attention, all of which enhance the learning process.

Private schools are funded by individuals, organizations, or religious bodies rather than the government. This independence allows them to set higher standards in academics, discipline, and extracurricular activities. Learning in a private school is often structured to provide not only academic knowledge but also character formation and life skills.

Some of the features of learning in a private school include:

- Conducive learning environment – Private schools often have better infrastructure such as classrooms, libraries, laboratories, and ICT facilities.
- Smaller class sizes – This allows teachers to give more personal attention to each student, making learning more effective.
- Qualified teachers – Many private schools recruit highly skilled teachers and invest in their continuous professional development.
- Parental involvement – Parents are usually more engaged in monitoring their children’s education in private schools, which improves student performance.

- Holistic development – Private schools often integrate extracurricular activities such as sports, arts, and debates, which complement classroom learning.

Learning of Oral English in a Private School

One key area where private schools excel is in language learning, particularly Oral English. Since English is the medium of instruction in many private schools, they emphasize oral proficiency to ensure students can communicate effectively. Oral English focuses on pronunciation, intonation, stress, and fluency, which are vital for academic success and social interaction.

In private schools, learning of Oral English is enhanced through:

- Smaller classes that allow for individual oral practice and correction.
- Use of ICT tools such as projectors, audio dictionaries, and language learning apps that expose students to native-like pronunciation.
- Language laboratories equipped with headphones and microphones where students can listen and record their speech for correction.
- Interactive teaching methods like debates, drama, and presentations that encourage students to speak confidently.
- Qualified teachers who focus on phonetics and oral drills to correct common pronunciation errors among learners.

Private schools provide a structured and enriched learning environment that supports academic excellence and personal growth. They offer smaller class sizes, better facilities, and improved teacher–student interaction, all of which contribute to effective

learning. Within this setting, the learning of Oral English is given special attention, ensuring that students not only read and write English correctly but also speak it fluently and confidently. This makes private schools a strong foundation for developing well-rounded individuals who can compete globally.

Summary of Literature Reviewed

The reviewed literature has highlighted the significance of Information and Communication Technology (ICT), its role in language learning, and its specific application in private schools with emphasis on Oral English.

- Concept of ICT – ICT refers to the integration of computing and communication technologies used for storing, processing, and transmitting information. It consists of hardware, software, networks, data systems, and users who operate them. ICT plays vital roles in storage and retrieval of information, communication, automation, education, business, and entertainment. It is important because it promotes global connectivity, improves efficiency, creates jobs, and enhances access to knowledge. However, challenges such as the digital divide, cybersecurity risks, and rapid technological change still affect its effectiveness.
- ICT for Learning Oral English – Oral English emphasizes pronunciation, stress, intonation, and fluency, which are key for effective communication. ICT tools provide learners with access to authentic speech models, interactive exercises, and self-practice. Five specific gadgets that enhance the learning of Oral English include smartphones, computers and laptops, tablets, projectors and interactive whiteboards, and headphones

with microphones. Empirical findings confirm that the use of these gadgets improves learners' oral performance by increasing exposure to native-like sounds and enabling repetitive practice.

- Learning in a Private School – Private schools are characterized by better facilities, smaller class sizes, qualified teachers, parental involvement, and a focus on holistic development. These features create a conducive learning environment where individualized attention is possible. In the area of Oral English, private schools often integrate ICT facilities such as audio dictionaries, language laboratories, and projectors to improve learners' oral proficiency. Teaching methods such as debates, drama, and oral drills also strengthen confidence in speaking. Empirical evidence shows that private school learners with access to these tools and methods perform better in Oral English than those without similar opportunities.

In summary, literature establishes that ICT is a powerful driver of modern education and is especially effective in teaching Oral English. When combined with the favorable conditions of private schools, ICT provides learners with increased opportunities for practice, exposure, and correction, thereby enhancing oral communication skills and overall academic achievement.

CHAPTER THREE

METHODOLOGY

This chapter presents the methods and procedures used in carrying out this study. It is discussed under the following subheadings:

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- 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 594 secondary school teachers in Ikpoba Okha Local Government Area of Edo State.

Sample and Sampling Techniques

The sample size for this study comprised fifty (50) secondary school English teachers, which will be selected from ten (10) secondary schools in Ikpoba Okha Local Government

Area.

Research Instrument

The research instrument is a questionnaire designed by the researcher. “Availability and Use of ICT for Oral English Learning in Private Secondary Schools in Ikpoba Okha 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 three other experts 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

The reliability of the test would be determined through a pilot study, The instrument will be administered to twenty (20) English teachers in ikpoba Okha local government area that are not part of the sample size. Data collected will be subjected to a Cronbach's alpha test to measure internal consistency. A reliability coefficient of 0.70 or above will be considered acceptable for the instrument, in line with recommendations by Cresswell and Cresswell (2018).

Method of Data Collection

A total number of ten (10) questions and 50 copies of questionnaire were distributed to the teachers respectively. This method of Data Collection will be used in order to gather accurate information about the Availability and Use of ICT for Oral English Learning in Private Secondary Schools in Ikpoba Okha Local Government Area.

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

Presentation of Results

Research Question One: What are the available ICT facilities for learning Oral English in private secondary schools in Ikpoba Okha Local Government Area?

S/N	Item	SA (%)	A (%)	D (%)	SD (%)
1	Computers are available in my school for teaching Oral English.	48	42	10	0
2	Projectors are available for teaching Oral English.	30	40	30	0
3	Audio recorders or players are available for Oral English learning.	22	20	58	0
4	Interactive whiteboards or smart boards are available for Oral English teaching.	52	46	0	2
5	Language laboratory equipment is available in my school for Oral English.	38	18	44	0

The data reveal that 90% of the respondents agreed that computers are available in their schools, indicating that computers are the most commonly available ICT tool for Oral English learning. A total of 70% also agreed that projectors are available, though 30% disagreed, suggesting that not all schools possess this equipment. However, 58% disagreed that audio recorders or players are available, showing that this essential listening tool is lacking in most schools. Almost all respondents (98%) agreed that interactive whiteboards are available, while 2% strongly disagreed. For language laboratory equipment, 56%

agreed, and 44% disagreed, implying that many schools—especially those in rural areas—lack such specialized facilities.

These findings indicate that while some ICT gadgets, such as computers and projectors, are moderately available, others like audio recorders and language laboratories are still scarce. This partial availability suggests that the integration of ICT in Oral English instruction in Ikpoba Okha Local Government Area is still developing.

Research Question Two: To what extent are ICT facilities used in learning Oral English in private secondary schools in Ikpoba Okha Local Government Area?

S/N	Item	SA (%)	A (%)	D (%)	SD (%)
6	Computers are regularly used for teaching Oral English.	36	38	26	0
7	Projectors are often used to aid Oral English teaching.	22	20	0	58
8	Audio recorders or players are actively used in Oral English classes.	26	10	64	0
9	Interactive whiteboards or smart boards are used during Oral English lessons.	44	48	4	4
10	Language laboratory equipment is frequently used for Oral English practice.	32	10	58	0

From the data presented above, 74% of respondents (36% strongly agree and 38% agree) indicated that computers are regularly used for teaching Oral English. This shows that computers remain the most utilized ICT tool in the area. However, only 42% agreed that projectors are often used, while 58% strongly disagreed, indicating limited use of projectors for instructional purposes.

Furthermore, 64% of respondents disagreed that audio recorders or players are actively used in Oral English classes, suggesting a lack of practical listening activities supported by ICT. A total of 92% (44% strongly agree and 48% agree) confirmed the use of interactive whiteboards during Oral English lessons, which demonstrates a high adoption rate of this technology where available. For language laboratories, 42% agreed to frequent use, while 58% disagreed, indicating that these facilities are either absent or underutilized.

Overall, the findings reveal that the use of ICT facilities for learning Oral English in Ikpoba Okha Local Government Area is moderate. Computers and interactive whiteboards are the most frequently used tools, while projectors, audio recorders, and language laboratories are rarely utilized. This pattern suggests that teachers rely more on general ICT tools than specialized ones, possibly due to inadequate training, lack of maintenance, or insufficient infrastructure.

Research Question Three: Is the use of ICT facilities for learning Oral English in private secondary schools in Ikpoba Okha Local Government Area dependent on school location?

Response	Rural	Urban
SA	28	62
A	26	41
D	46	41
SD	0	2

Expected Frequencies:

Response	Rural	Urban
SA	37	53
A	27	40
D	36	52
SD	1	1

Chi-square Test Results:

- $\chi^2 = 10.43$

- Degrees of Freedom (df) = 3

- p-value = 0.015

The Chi-square test revealed a significant association between school location and the use of ICT facilities for learning Oral English. Since the p-value (0.015) is less than the significance level of 0.05, the null hypothesis (H_0) is rejected.

Discussion of Findings

This indicates that the use of ICT in Oral English learning depends on whether the school is in a rural or urban area. Specifically, urban schools tend to use ICT facilities more extensively than rural schools, as reflected in higher observed counts for strongly agree (SA) and agree (A) responses.

This finding aligns with earlier results showing that while some ICT tools like computers and interactive whiteboards are moderately available and used, their usage is significantly influenced by school location, suggesting disparities in access and adoption

between rural and urban private secondary schools in Ikpoba Okha Local Government Area.

The findings from the three research questions show that while some ICT facilities like computers and interactive whiteboards are moderately available and used, other tools such as projectors, audio recorders, and language laboratories are less accessible and underutilized. Additionally, the use of ICT is significantly influenced by school location, with urban schools generally exhibiting higher adoption than rural schools. Overall, these results indicate that ICT integration in Oral English learning is progressing but remains uneven across schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study investigated the availability and use of Information and Communication Technology (ICT) for Oral English learning in secondary schools in Ikpoba Okha Local Government Area of Edo State. The purpose of the study was to determine the extent to which ICT gadgets are available and used in teaching and learning Oral English. The study adopted the descriptive survey design, and data were collected through structured questionnaires administered to fifty (50) teachers across selected urban and rural secondary schools.

The data were analyzed using simple percentages and frequency distribution tables. The results revealed that ICT gadgets such as computers and projectors are moderately available in most schools, while other facilities like language laboratories, audio recorders, and interactive whiteboards are either scarce or completely unavailable, particularly in rural areas.

In terms of usage, computers and interactive whiteboards are the most utilized ICT tools for Oral English instruction, while projectors, audio recorders, and language laboratories are rarely used. The study also found that urban schools have better access to ICT tools and demonstrate a higher rate of usage compared to rural schools. Major factors hindering ICT use include lack of adequate infrastructure, insufficient training for teachers, poor maintenance culture, and irregular power supply.

Furthermore, the study examined whether the use of ICT for Oral English learning is influenced by school location. The results of the hypothesis test showed a significant relationship: urban schools tend to use ICT facilities more extensively than rural schools. This indicates that school location plays an important role in the adoption and utilization of ICT tools for Oral English instruction, reflecting disparities in access and infrastructure between urban and rural settings.

Conclusion

The findings of this study indicate that the integration of ICT in teaching and learning Oral English in secondary schools within Ikpoba Okha Local Government Area remains below optimal level. Although some ICT tools such as computers and projectors are available, their usage is not consistent across schools, and facilities like audio recorders and language laboratories are generally lacking.

Even where ICT facilities exist, many teachers lack the skills and confidence to fully utilize them in classroom practice. Urban schools show higher adoption than rural schools, highlighting location-based disparities. Addressing these gaps through training, infrastructure development, and maintenance will enhance the effectiveness of ICT in Oral English learning.

Properly used, ICT can enrich teaching and learning by offering audio-visual experiences, authentic pronunciation models, and interactive practice, ultimately improving students' oral communication skills and language proficiency.

Recommendations

The following recommendations were made for the study.

- Schools, especially in rural areas, should be equipped with essential ICT facilities such as computers, projectors, audio recorders, and language laboratories.
- Regular workshops and in-service training should be organized to enhance teachers' ICT competence for effective Oral English instruction.
- Schools should establish technical support or maintenance committees to ensure ICT equipment remains functional and well-maintained.
- Alternative power sources like solar panels or generators should be provided to ensure continuous ICT usage.
- Government, private sector, and NGOs should collaborate to fund acquisition, maintenance, and upgrading of ICT infrastructure.
- Education authorities should enforce policies that integrate ICT into the curriculum and encourage its regular use in Oral English classes.
- Teachers and students should be supported in developing ICT literacy to foster more interactive and practical learning experiences.

Suggestion for Further Studies

Future studies may investigate ICT availability and usage in Oral English teaching in other regions, the impact of teachers' ICT competence on students' performance, or evaluate the effectiveness of specific ICT tools such as language learning apps and multimedia software.

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APPENDICES

APPENDIX A

AVAILABILITY AND USE OF ICT FOR ORAL ENGLISH LEARNING IN IKPOBA OKHA LOCAL GOVERNMENT AREA QUESTIONNAIRE

SECTION A: Demographic Information

1. Location: ☐ Urban ☐ Rural

2. School Name: _____

SECTION B: Availability of ICT Gadgets

(Please tick the option that applies)

Rating Key

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

S/N	Items	SA	A	D	SD
1	Computer are available in my school for teaching Oral English.				
2	Projectors are available for teaching Oral English.				
3	Audio recorders or players are available for Oral English learning.				
4	Interactive whiteboards or smart boards are available for Oral English teaching.				
5	Language laboratory equipment is available in my school for Oral English.				

SECTION C: Usage of ICT Gadgets

(Please tick the option that applies)

S/N	Items	SA	A	D	SD
6	Computers are regularly used for teaching Oral English.				
7	Projectors are often used to aid Oral English teaching.				
8	Audio recorders or players are actively used in Oral English classes.				
9	Interactive whiteboards or smart boards are used during Oral English lessons.				
10	Language laboratory equipment is frequently used for Oral English practice.				

APPENDIX B

Scale: ALL VARIABLES
Case Processing Summary

	N	%
Cases: Valid	20	100.0
Excluded	0	.0
Total	20	100.00

a. Likewise deletion based on all
Variables in the procedure

Reliability Statistics

Cronbachs Alpha	No. of Items
97	20