

American Journal of Humanities and Social Sciences Research (AJHSSR)

e-ISSN : 2378-703X

Volume-4, Issue-5, pp-129-139

[www.ajhssr.com](http://www.ajhssr.com)

Research Paper

Open Access

## Assessment of The Strengths, Weaknesses, Opportunities and Threats of Information and Communication Technology (ICT) in Teaching English Language in Primary Schools in Mangu Local Government Area of Plateau State, Nigeria.

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**ABSTRACT:** This research work is an assessment of the Strengths, Weaknesses, Opportunities and Threats of Information and Communication Technology (ICT) in teaching English language in primary school pupils in Mangu Local Government Area (LGA) of Plateau State, Nigeria. The survey research design was adopted for this study. Closed ended questionnaire were used as instrument for data collection. The data collected was subjected to face and content validity and reliability index. The instrument was given to three experts in English language, test and Measurement and ICT in the Faculty of Education, University of Jos. The reliability of the instruction was done through pilot testing with two primary schools using Cronbach Alpha Correlation coefficient with 0.86% as the result. The data was analyzed using Statistical Packages for Social Sciences (SPSS) version 25. The use of the frequency and percentage in a tabular form and chi-square were utilized. The major findings of the study revealed that unavailability of computer hardware and software, lack of electricity, dearth of ICT experts and lack of Internet connectivity to improve the teaching and learning of English language are serious challenges. The study recommends among others that: Provision of adequate ICT resources, funds and constant training and retraining of teachers for effective and efficient teaching and learning of English language.

**KEYWORDS:** *ICT, strengths, weaknesses, opportunities, threats, English Language, Primary school teachers*

### I. INTRODUCTION

The term SWOT stands for Strengths, Weaknesses, Opportunities and Threats. Strengths and Weaknesses are internal factors such as availabilities of ICT resources while Opportunities and Threats are external factors which could be potential for ICT resources [1] and [2]. Information and communication technology (ICT) is defined as the use of computers, radio, television, and the internet and other telecommunication systems to create, disseminate, store, manage information, teaching and learning, research and communicate [3], [4]. Consequent upon the demand to use ICT to improve teaching and learning, there has been an intense advocacy and pressure from educational systems around the world [5], [6] on teachers [7] from school authorities [8] from educational reforms, parents, pupils and the media [9] and from ICT practitioners across all disciplines [10] to use ICTs skills to teach students the knowledge and skills they need in the 21st century.

English teachers are using ICT as the most common means of communication, promote interaction throughout the globe where open-access resources, online courses, virtual classrooms and social networks are increasingly used to give learners access to information and enhance digital literacy skills [11], [12], [13].

[14] observed that computer assisted instructions have all the capabilities of ICT innovations by its multimedia approach to present instrumental stimuli to learners in forms of media with full colour impact at the same time. ICT contributes to students' performance in English language [15]. This is supported based on the evidence by [16] who noted that ICT helps primary school teachers to be more effective in their teaching by making good use of word processing, desktop publishing or multimedia presentation to create writing frames. Moreover, another report by [17] revealed that ICT made a relatively modest contribution to pupils' overall achievement in their subject areas. ICT skills in Word Processing, Spreadsheet, PowerPoint, Database play a key role in promoting economic development of a country which made Federal Ministry of Education to introduce computer studies at primary and junior secondary schools [18], [19] and [20]. In Mangu LGA, for instance, ICT provides new strengths and opportunities for teaching and learning, student-centered teaching,

greater opportunity for teacher to teacher and student to student communication, and greater opportunities for motivation in learning amongst students[2].

## II. STATEMENT OF THE PROBLEM

The increase number of pupils' dropout in Nigeria is a clear pointer of the study. There are cases of poor performance of pupils in English which is caused by pupils' ineffective study techniques, quality of teachers and methods of teaching, parents inability to provide useful learning materials such as computers, GSM, Textbooks, etc, attitudes and interest of pupils in learning English Language[2].

A lot of stakeholders in the educational sector have expressed sincere feelings about the decline in the value of education, the decay in the training of manpower, laxity in teaching and learning and lack of educational materials in the ministry of education. Some of the identified problems include: lack of adoption or implementation of ICT spanning from the lack of funds to purchase equipment to the lack of an ICT literate manpower. This is in spite of every move and awareness so far made by several agencies and government bodies. One other prominent problem against the successful conquest of ICT based teaching is the rigidity of pupils, teachers and even parents to integrate ICT. This research aims at uncovering the strengths, weaknesses, opportunities and threats of ICT in teaching English language in primary schools in Mangu Local Government Area of Plateau State.

### 2.3 PURPOSE OF THE STUDY

The main purpose of the study is to find out the obstacles teachers face in using ICT in teaching English language and whether it has any positive impact in teaching and learning of English language. Specifically, the study aims at finding out the following:

- a. To evaluate the strength of ICT in teaching English language in primary schools in Mangu Local Government Area of Plateau State.
- b. To examine the weaknesses of ICT in teaching English language in primary schools in Mangu Local Government Area of Plateau State.
- c. To find out the opportunities of ICT for teaching English language in primary schools in Mangu Local Government Area of Plateau State
- d. To examine the threats/challenges of ICT primary school teachers encountered in teaching English language in Mangu Local Government Area of Plateau State.

### 2.4 RESEARCH QUESTIONS

This research work seeks to address the following questions:

- a. What are the strengths of ICT in teaching English language to primary school pupils in Mangu Local Government Area of Plateau State?
- b. Are there weaknesses of ICT in teaching English language to primary school pupils in Mangu Local Government Area of Plateau State?
- c. What are the opportunities offered by ICT to primary school teachers in teaching their pupils in Mangu Local Government Area of Plateau State?
- d. What are the threats/challenges of ICT primary school teachers encounter in teaching English language in Mangu Local Government Area of Plateau State?

### 2.5 HYPOTHESIS

The following hypotheses are generated to be tested at 0.05 level of significant.

**H<sub>0</sub><sup>1</sup>** There is no relationship between the strengths of ICT and the teaching of English language among teachers of public and private primary school.

**H<sub>0</sub><sup>2</sup>** There is no relationship between the weaknesses of ICT and the teaching of English language among teachers of public and private primary school.

**H<sub>0</sub><sup>3</sup>** There is no relationship between the opportunities of ICT and the teaching of English language among teachers of public and private primary school.

**H<sub>0</sub><sup>4</sup>** There is no relationship between the threats of ICT and the teaching of English language among teachers of public and private primary school.

## III. LITERATURE REVIEW

This literature review is focused on the following sub-topics: ICT tools for teaching English Language, strengths, opportunities, weaknesses and threats of using ICT in teaching and learning.

### ICT Tools for teaching of English Language

[11] explain the following as ICT tools and applications used in the field of English Language teaching: (1). **Computers**. They are the most important tool of ICT and the backbone of modern human life which are helpful in storing, preparing, collecting data for communication as well as development of listening and speaking skills. (2) **Internet**: It is the most important facility of communication which facilitate communication faster, convenient, economical, attractive with the following facilities: (a) Social media such as Face book, Twitter, Instagram, WhatsApp etc. are very helpful in learning situational language which provide a

platform for sharing thoughts, pictures and ideas, (b) Online facilities for English language learning such as e-guidance, e-tutoring, e-teaching, e-journals, e-magazines, e-books, e-library, online training, virtual classes etc. which enable students to watch online and offline videos of language learning for the enhancement of their language skills, (c) Feature Films in teaching English which can be documentaries and educational and entertainment based which arouse high level of motivation and are most satisfying learning experience. (3) **Overhead projector** is an important tool for displaying information and processes to a large number of people simultaneously which can be used in teaching and training of English staff and students. (4) **Lingua Phone** is another important tool that enhance the practice of speaking and hearing skills. (5) **Radio** is very important in many distance and open programmes as audio conferencing which help in the development of language skills of dialogues and dramas. (6) **Television** is very useful in education as well as entertainment of English teachers and students in terms of developing listening skills, learning situational language, understanding of mass media and audio video conferencing through live telecast of training and discussions which is highly motivating. (7) **Virtual learning** make use of computer or Internet or both that gives access to education that does not require attendance at a physical place (school/learning institution). More than 500 million pupils and students worldwide are having their education disrupted by the spread of the pandemic Coronavirus. With this uncertain environment, ICT provides the strengths and opportunities for English teachers to create access to learning from outside of the school for pupils and students to participating. (8) **World Wide Web (WWW)**. This provides teachers and students with the possibility to listen to radio programs, television programs, the news giving students great deal of access to libraries reading materials and also the opportunity to familiarize themselves with many different cultures and peoples [21].

(9) **Interactive Whiteboards** [22] pointed out 7 ways Interactive Whiteboard can enhance classroom learning: (a) enhanced lessons which integrate various learning styles into one experience which facilitate learning by seeing, hearing and interacting with the board through touch which is a new innovation to learn better and remember more, (b) Interactive learning which allow children to interact with the learning material involving touching, drawing, or writing on the board that promote educational games with immediate feedback so that students and teachers can easily access students' progress, (c) it is easy to use with specialized pen for highlighting, drawing and writing which require very low maintenance with no need for chalk or markers or other utensils to clean up, (d) Flexibility in the classroom which allow teachers to use photos, graphs, maps, illustrations and video to create creative lessons to inspire students, (e) Connected to the Internet which give you a resource of online tools and information enabling teachers to have access to various sources to enhance and support their lessons with video, articles, images, learning tools constituting a rich resource for research and learning, (f) Integrated Technology which allows for integration of various other technologies like computers, microscopes, cameras and video cameras that can be attached to the boards to enhance instruction, (g) Proven effectiveness when children engage more in the classroom, students are more attentive, comprehension improve, test scores rise, literacy increase, students learn better and remember better that make learning to always increases.

[24] citing Lim and Tay (2003) as classifying ICT tools into four types: (a) Information tools such as multimedia encyclopedias or resources available in the World-Wide Web (www) consisting of text, sound, graphics or video which provide applications that provide information in various formats, (b) situating tools like simulation, games and virtual reality that provide an environment where people may experience a context and happenings, (c) construction tools such as mind mapping, social networking application that allow students to organize their ideas or reflection and communicate ideas and sharing same with others, (d) communication tools such as e-mail, e-conferencing and e-discussion boards are applications that facilitate communication between teachers and students or among students beyond the physical barrier of space, time or both of the classroom.

### **Strengths of using ICT in teaching and learning of English Language**

Strengths also known as positive, tangible and intangible attributes, internal to an organization in achieving the progress or success of ICT [1] and [2]. With the availability of Internet, students can study any topic in English independently online and they can also find many activities on the Internet to use in order to improve their proficiency, [21]. Students are motivated to learn English language because they can access most of their materials online. [23] pointed out the following as the strengths of ICT in primary schools; (a) students like audio materials, (b) audio decrease fairness and increase attendance, (c) teacher and students use more English, (d) audio helps to learn English and improve pronunciation, (e) audio facilitates classroom practice, (f) teachers use technology outside classroom. According to [24] ICTs are transformational tools which, when used appropriately, can promote the shift to a learner-centered environment which enhance motivation to learning, increase learners logical and sound judgements, enhance effective communication and facilitating the acquisition of basic skills. [24] opined that governments and educators all around the world have recognised the exceptional promise of ICT to foster teaching and learning in primary schools. [24] explained that as ICT weaves itself into the activities of primary schools, it brings about changes in learning and teaching activities, in curriculum, and in interpersonal relationships in the learning environment, and it is reciprocally affected by the

very changes it causes. [24] stressed that ICT provides for teaching and learning in primary schools with respect to enhancing learning outcomes in: (a) literacy, (b) numeracy, (c) science, and (d) 21st century skills. ICTs can enhance the quality of education in several ways: by increasing learners' motivation and engagement, by facilitating the acquisition of basic skills and by enhancing teacher training.

#### **Weaknesses of ICT in teaching English language:**

Weaknesses are negative/barrier/ factors that affect the progress of ICT within an institution's control that detract its ability to attain the desired goal [1] and [2]. [11] and [12] explained the following as the weaknesses of ICT in teaching English language: (a) lack of video materials, (b) lack of knowledge about new technology, (c) mismatch between audio and textbook, (d) possibility of noise pollution, (e) problem with materials, (f) use of ICT based material is time consuming, (g) need more support from head teacher and school administrators, (h) lack of classroom observation, (i) lack of teachers' competency in the use of ICT.

#### **Opportunities of ICT for teaching English Language.**

Opportunities are external factors that have positive effect for an institution to exist and develop in achieving the goal of ICT [1] and [2]. [11] and [12] opined that ICT increase the following opportunities: (a) Availability of materials to access documents online, (b) teachers are being motivated to learn how to teach communicative English through participatory method, (c) students enjoy learning through interaction facilitated by technology, (d) increase the amount of technology in classroom, (e) all teachers have the advantages of being trained in the use of ICT, (f) develop and introduce video materials. [24] stressed that ICT has the potential for increasing access to and improving the relevance and quality of English language. [24] explained that ICT offers English teachers unprecedented opportunities to enhance their educational systems, improve policy formulation and execution and widen the range of opportunities for teaching and learning. Teachers integration of laptops, interactive whiteboards, internet and other hardware, software and connectivity allows them to develop innovative approaches to learning and teaching [16]. According to [11] the use of ICT enhances the professional development of the English teachers, improving their capacity to teach English language and to make their subject content easy, economic and more understandable. The English teacher in collaboration with more experts in his English language can increase his domain of knowledge with learning materials available online, e-journals, e-magazine, e-library, e-books, and social sites like linked-in which are helpful in better learning of English language skills enabling him to fully participate in discussions and conference [25], [16] and [27]. ICT has changed the role of a teacher from teacher-centre to student-centre thereby making him to learn innovative methods of teaching as providing him with teaching contents, homework, assignments and projects [27]. [25] opined that ICT helps English teacher to participate in various in-service training programmes and workshops which are essential for his professional development. ICT also helps English teacher in framing the curriculum of English language learning, study the curriculums of different countries, their pros and cons, challenges as well as sociological and psychological issues related to English language learners to achieve the aims and objectives of English language teaching [11] and [25].

According to [3], ICT plays an ever important role in increasing economic productivity through digital economies, enhancing the delivery of public and private services and achieving broad socio-economic goals in education, healthcare, employment and social development. Widely access to ICT can help English teachers to compete in a global economy by creating a skilled work force and facilitating social mobility. [3] emphasized that ICT in education has a multiplier effect throughout the education system providing the following opportunities: (a) enhancing learning and providing students with new sets of skills, (b) reaching students with poor or no access, (c) facilitating and improving the training of teachers; and (d) minimizing costs associated with the delivery of traditional English instruction. ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, especially those who are excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, person with disabilities. Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession development through which they can use it to facilitate learners' learning [25]. ICT offer opportunities to analyse and annotate texts including multimedia texts and their own work, explore alternative versions of texts both by the original author and others, consider the choice made during composition, capture ephemeral responses, devise presentations offering reflections on and responses to texts, edit their work easily, create and access support and revision material in line with global good practice [29].

#### **Threats of using ICT for teaching English Language**

Threats are external negative factors affecting an institution to exist and to develop the achievement of the goals of ICT [1] and [2]. [11] and [12] explained the following as threats to the use of ICT: (a) Use of ICT may be stopped in future if they are not appropriately addressed, (b) lack of electricity, (c) unless strong monitoring and supervision mechanism is used the practices may not achieve, (d) ensure alignment between materials and exam system, (e) ensure power supply, (f) training of teachers for class management, (g) problem



of Internet connectivity, (h) lack of appropriate English language software, (g) lack of fund to purchase ICT equipment for teaching and learning.

Lack of teachers' competences, limited accessibility of ICT resources, lack of support, shortage of time and change process are barriers to the use of ICT for teaching and learning of English language [2]. The use of the Internet such as bullying by posting hurtful messages/pictures, unsuitable content by using violent and pornographic material, and cheating by copy paste online material pose a lot of risks to the younger generation [21]. [21] mentioned that threats to the use of ICT are technical problems, lack of Internet access, teachers' lacking knowledge and experience, unsuitable information for children, and time-consuming to browsing on the Internet. Similarly, a great deal of information on the Internet is of questionable value, inaccurate or misleading making teachers making the task a burdensome for teachers trying to keep updated on the technological development [21]. Most ICT illiterate teachers may seem stiff to the advent of ICT based instruction.

#### IV. RESEARCH METHOD

##### Introduction

This section examines the research design, population of the study, the instruments used, validity and reliability, method of data collection and method of data analysis.

##### Research Design

The research design is based on description survey which elicit the opinions, views and attitudes of public and private primary school teachers towards the strengths, weaknesses, opportunities and threats of ICT.

##### POPULATION

According to [28], population in research is the target group which a research study covers. The population for this study covers five (5) selected public and five private school in Mangu Local Government Area of Plateau State.

The sample for this research consists of a total of fifty (50) English teachers in selected public schools and fifty (50) English teachers in the selected private schools in Mangu Local Government Area of Plateau State. Therefore, the total sample size for this research was 100 English teachers.

##### Instrument for Data Collection

The instrument used in this research for the collection of data is the self-closed ended questionnaire. 200 questionnaires were distributed, but only 97 were retrieved. The questionnaire was designed to collect information from teachers in the selected public and private primary schools respectively.

##### Description of Instrument

The questionnaire was designed by the researchers based on Yes and No to collect information from the teachers. The questionnaire consisted of five sections: A, B, C, D and E. Section A solicited questions on demographic data of the respondents. Section B consisted of five questions on Strengths of ICT in Teaching English language (SICTTEL). Section C has five questions on weaknesses of ICT in teaching English Language (WICTTEL). Section D has five questions on the opportunities of ICT in teaching English language (OICTTEL), while section E contained five questions on the threats of ICT in teaching English Language.

##### Validity and Reliability of the Instrument.

A five sectional questionnaire made up of 20 items were developed and validated and applied in the study with respect to the strengths, weaknesses, opportunities and threats of ICT respectively. Three experts in the area of English language, test and measurement and ICT in the Faculty of Education, University of Jos, Nigeria validated the instrument based on the content of the instrument. Content validity is the form of validation that measures truly and accurately the consistent of what it intends to measure to obtain the adequacy and comprehensiveness of the items as well as the clarity of expressions used [28].

To obtain the reliability of the instrument, two primary schools were selected outside the targeted selected schools for the pilot study. The instrument was administered to the two groups in the first instant and the same instrument was administered within an interval of two weeks to the same groups. The two results were subjected to test and re-test aspect of SPSS using Alpha Cronbach Correlation coefficient. The result of 0.86% was obtained.

##### Method of Data Analysis

The data collected from the four research questionnaire were subjected to frequency and percentage aspect of Statistical Packages for Social Sciences (SPSS) version 26 in a tabular format. The four hypotheses were equally subjected to chi-square aspect of the same SPSS version 26. The Chi-Square ( $\chi^2$ ) test is a statistical tool used to examine differences/relationship between the responses from the public and private primary school teachers. This is used to estimate whether an observed distribution matches or consistent with an expected frequency distribution.

##### Results and Discussion

This results of the biodata and questionnaire are tabulated in a tabular format with frequency and percentage. The hypotheses are computed with chi-square  $\alpha = 0.05$  level of significance.

**Table 1: Percentage distribution of respondents based on demographic variables according to Profile (N=97):**

S/N	Status of primary schools (public/private)	F	%
1	LEA Demonstration Primary school, Gindiri(public)	12	12.37
2	LEA SabonBarki, Gindiri(public)	15	15.46
3	LEA Kasuwan AliGindiri (public)	8	8.25
4	LEA DutsenLamba, Mangu (public)	7	7.22
5	LEA Model Primary School BurgahDawon, Mangu (public)	6	6.19
6	Rose Mystical Nursey School, Mangu(private)	12	12.37
7	Yunik Private School, Wakem, Mangu(private)	8	8.25
8	First Baptist Private, Mangu (private)	11	11.34
9	Miracle Vine, Gindiri(private)	10	10.31
10	Spring Board Academy, Gindiri (private)	8	8.25
<b>Status of teachers</b>			
1	Public	48	49.48
2	Private	49	50.5
<b>Age Range of Respondents</b>			
1	20-25 years	15	15.46
2	26-30 years	20	20.61
3	31-35 years	37	38.14
4	36-40 years	17	17.53
5	41 years and above	8	8.25
<b>Qualification of the Respondents</b>			
1	Diploma	25	25.77
2	National Certificate in Education (NCE)	35	36.08
3	B.Ed	23	23.71
4	M.Ed	15	15.46
<b>Years of teaching experience</b>			
1	1-5 years	10	10.31
2	6-10 years	15	15.46
3	11-15 years	8	8.25
4	16-20 years	28	28.86
5	21-25 years	22	22.68
6	26-30 years	10	10.31
7	21 years and above	4	4.12

**Source:** Researchers' Field Work, 2020

The results in Table 1 items 1-10 above showed that there were 10 public primary schools with 48(49.48%) and 49(50.5%) private schools respectively. The age range of the teachers were 31-35 years with 37(38.14%) as the majority. Majority of the teachers had National Certificate in Education (NCE) with 35(36.08%). The teachers' longest years of teaching experience range from 16-20 years with 28(28.86%).

**Research question 1:**What are the strengths of ICT in teaching English language(SICTTEL)to primary school pupils in Mangu Local Government Area of Plateau State?

**Table 2:** The Strengths of ICT in Teaching English Language

S/N	Description of the strengths of ICT	Public		Private	
		Yes	No	Yes	No
1	We do have workshop on how to use ICT in teaching most of the subjects	27 (27.84%)	21 (21.65%)	32 (32.99)	17 (17.53%)
2	Most of our teachers are computer literates	17 (17.53%)	31 (31.96%)	19 (19.59%)	30 (30.93%)
3	Our pupils are fascinated by the use of ICT by teachers in our schools	33 (34.02%)	16 (16.49%)	34 (35.05%)	15 (15.46%)
4	The school environment is conducive for teaching English language using ICT	12 (12.37%)	36 (37.11%)	11 (11.34%)	38 (39.18%)
5	The use of ICT can enhance and improve the teaching and learning of English language	47 (48.45%)	1 (1.03%)	48 (49.48%)	1 (1.03%)

**Source:** Researchers' Fieldwork, 2020

The positive results of the respondents in Table 2 from the public in item 1 above showed that majority 27 (27.84%)for public and 32(32.99) private consented to the fact that they do have workshop on how to use ICT in teaching most of their English subject. On the other hand, minority of the respondents from the Public 21(21.65%) and 17 (17.53%) private disagreed with the statement. The results in Table 2 item 2 revealed that

minority of the responses from the public 31 (31.96%) and 30 (30.93%) private agreed with the statement that most of the teachers are computer literates. This result is in line with [1], [2], [11], [12] and [21] that lack of teachers' competences, lack of support, teachers' lacking knowledge and experience and technical problems are threats to the use of ICT in primary school which may seem stiff to the integration of ICT in their instruction. The few of the public primary school teachers 17(17.53%) and private primary school teachers 19(19.59%) who had the privilege of ICT experiences attested to the fact that most teachers are computer literate. The results in Table 2 item 3 indicated that 33(34.02%) of the public and 34(35.05%) of the private primary schools confirmed that their pupils are fascinated by the use of ICT by their teachers. This finding support [1], [2] and [24] opinions that ICT are tools most that arouse high level of motivation, enhance learning and satisfying their learning experience. Minority of the teachers from public 16(16.49%) and private 15(15.46%) disagreed with the statement. The findings from Table 2 item 4 showed that majority of the teachers from public 36(37.11%) and private 38(39.18%) disagreed with the statement that the school environment is conducive for teaching English language using ICT. This result support [1], [2],[11] and [12] that lack of electricity, lack of computers and internet connectivity[1], [2], [11] and [12] lack of appropriate English language software made the learning environment not conducive for learning[24]. While minority of the teachers in public primary schools 12(12.37%) and private primary schools 11(11.34%) agreed with the statement. The results in Table 2 item 5 that the use of ICT can enhance and improve the teaching and learning of English language which public 47(48.4%) and private 48(49.48%) strongly agreed. This result conforms with the finding of the [11],[8]and[22] that ICT can enhance classroom learning, lessons, language skills and digital literacy skills. Only very few of the public 1(1.3%) and private 1(1.03%) primary school teachers who might have not had the privilege of access to computer disagreed with the statement.

**Research question 2:** Are there weaknesses of ICT in teaching English language to primary school pupils in Mangu Local Government Area of Plateau State?

**Table 3:** The Weaknesses of ICT in Teaching English Language

S/N	Description of the weaknesses of ICT	Public		Private	
		Yes	No	Yes	No
1	Our school lacks ICT facilities	46 (47.42%)	2 (2.06%)	45 (46.39%)	4 (4.12%)
2	Most teachers are computer-phobic	44 (45.36%)	4 (4.12%)	42 (43.30%)	7 (7.22%)
3	Most teachers lack necessary ICT skills to use in teaching English language	47 (48.45%)	1 (1.03%)	46 (47.42%)	3 (3.09%)
4	There is very little awareness on the ICT in teaching English language	41 (42.26%)	7 (7.22%)	44 (45.36%)	5 (5.15%)
5	School administrators do not look at using ICT by teachers as a necessity	34 (35.05%)	14 (14.43%)	31 (31.96%)	18 (18.56%)

**Source:** Researchers' Fieldwork, 2020

The results in Table 3 items 1,2,3,4,5 above showed that majority of the respondents confirmed that there are weaknesses in the use of ICT for teaching English which ranged from 34.05% to 47.42% for public and private 31.96% to 47.42% respectively. The results are in line with [1], [2],[11] and [12] findings that ICT weaknesses in teaching English language include, lack of video materials, lack of knowledge about new technology, mismatch between audio and textbook, possibility of noise pollution, use of ICT based material is time consuming, need more support from head teacher and school administrators, lack of classroom observation, and lack of teachers' competency in the use of ICT. The minority of the respondents from public school teachers which ranged from 1(1.03%) to 14(14.43%) and private which ranged from 3(3.09%) to 18(18.56%) respectively disagreed with the statement.

**Research question 3:** What are the opportunities of ICT available to primary school teachers in teaching English language to their pupils in Mangu Local Government Area of Plateau State?

**Table 4.** Opportunities of ICT for teaching English Language

S/N	Description of opportunities of ICT	Public		Private	
		Yes	No	Yes	No
1	Using ICT in teaching English language motivates pupils to learn	46 (47.42%)	2 (2.06%)	45 (46.39%)	4 (4.12%)
2	The application of ICT gives ample opportunity for English teachers to be computer literate	48 (49.48%)	0 (0.00%)	49 (50.51%)	0 (0.00%)
3	Exposure to ICT skill is an opportunity for English pupils for better learning online	45 (46.39%)	4 (4.12%)	46 (47.42%)	5 (5.15%)
4	My exposure to ICT makes my lesson	47	1	47	2

	preparation and presentation easier, faster and interesting	(48.45%)	(1.03%)	(48.45%)	(2.06%)
5	ICT gives many amazing opportunities for teachers to make teaching and learning more effective	48 (49.48%)	0 (0.00%)	49 (50.52%)	0 (0.00%)

**Source:** Researchers' Fieldwork, 2020

The results in Table 5 serial numbers 1,2,3,4,5 above showed that majority of the public school teachers believed that ICT has a lot of opportunities for teaching and learning of English language which ranged from 45(46.39%) to 48(49.48%) and the private school teachers also ranged from 45(46.39% to 49(50.51%). The results are in accordance with [1], [2], [11], [12] who asserted that ICT increase teachers' opportunities to access documents online, all teachers have the advantages of being trained in the use of ICT. The result is also in line with [24] opinion that ICT has the potential to improve the relevance and quality of English language, that ICT offers English teachers unprecedented opportunities to enhance their educational systems, improve policy formulation, improving their capacity to teach English language and to make their subject content easy, economic and more understandable, to fully participate in discussions and conferences with more experts in improving their knowledge and skills. Similarly, the result in line with [25] and [16] who contended that ICT has the opportunities to change the role of a teacher from teacher-centre to student-centre as guidance. The result is also support [27] and [25] ideas that ICT helps a teacher to participate in various in-service training programmes and workshops which are essential for his professional development. In the same vein [25], [11] and [27] believed that ICT give opportunities for English teachers to study curriculums of different countries, their pros and cons, challenges as well as sociological and psychological issues related to English language learners.

According to [3], ICT plays an ever important role in increasing economic productivity through digital economies, enhancing the delivery of services and achieving broad socio-economic goals in education, healthcare, employment and social development. Widely access to ICT can help English teachers to compete in a global economy by creating a skilled work force and facilitating social mobility [24]. The result is also in line with [29] who stressed that using ICT give English teachers the opportunity to; explore and investigate, analyze language, to respond, interpret, reflect and evaluate, compose and create, transform, present and perform, communicate and collaborate, inspire and engage and entertain. ICT equally has the opportunities to enhance learning and providing students with new sets of skills [18]. During this Covid 19 where institutions of learning are closed down forcing pupils and students to sit at home because of this pandemic, the only solution for them in Nigeria is to get access to teaching and learning through ICT (Radio broadcast, Television, e-mail, WhatsApp) to deliver the traditional English instruction on different topics.

**Research Question 4:** What are the threats/challenges encountered in the use of ICT in teaching English Language to primary school teachers?

Table 5: The threats of ICT encountered in teaching English language to primary schools

Item	Description of the threats of ICT	Public		Private	
		Yes	No	Yes	No
1	Teachers are under pressure to use ICT to teach their pupils/students	45 (46.39%)	3 (3.09%)	46 (47.42%)	3 (3.09%)
2	Constant interruption of electricity power supply has negative effect on effective teaching of ICT	43 (44.32%)	5 (5.15%)	45 (46.39%)	4 (4.12%)
3	Unavailability of appropriate ICT software (writing, reading, pronunciation, identify and recognize letters, words, phrases, numbers, and colors) to enhance the teaching of English language by teachers	46 (47.42%)	2 (2.06%)	45 (46.39%)	4 (4.12%)
4	There are parents who are not comfortable that their children are exposed in computer at a tender age because of fear of pornography	42 (43.30%)	6 (6.19%)	44 (45.36%)	5 (5.15%)
5	Lack of computers, internet connectivity, cost, and maintenance hinder teachers from using them for teaching and learning	48 (49.48%)	0 (0.00%)	48 (49.48%)	1 (1.03%)

**Source:** Researchers' Fieldwork, 2020

Table 5 serial numbers 1-5 above revealed that majority of the teachers from public primary schools ranged from 42(43.30%) to 48(49.48%) and those of private primary schools which ranged from 44(45.36%) to 48(49.48%) agreed that lack of ICT resources, constant interruption of electricity power supply [12], unavailability of appropriate ICT software, [12] and [16] fear of exposing children to ICT because of



pornography, and lack of computers, internet connectivity, cost, and maintenance are threats to the effective and efficient teaching and learning of English language in Mangu Local Government Area of Plateau State.[8] asserted that teachers are under intense pressure from stakeholders in educational systems around the world [5], [6], [7], [8], [9] and [10] to use ICT skills to teach their pupils and students to enable them create, disseminate, store, manage information, teaching and learning, research and communicate[3] and [4].Nigeria is not an exception to this pressure.The strategy taking to compensate for the time lost due to the closure of all primary, secondary and tertiary institutions as a result of the outset ofthe pandemic Convid 19, the Federal Ministry of Education has mountedpressure on primary, secondary and tertiary school teachers to use ICT resources (Radios, Televisionetc) to teach their pupils starting from Monday to Friday at 10am-12noon and for secondary school students starting from Monday to Friday at 1.30-3pm and on Saturday at 4.35-6pm until the Convid 19 is over.

**Hypothesis One.** The hypothesis examined the extent to which public and private primary school teachers utilize the strengths of ICT for their teaching and learning.

Table 6 showed the chi-square analysis of the hypothesis

N	A	X <sup>2</sup> calculated	X <sup>2</sup> tabulated	Decision
97	0.05	6.99	22.30	Rejected

As indicated above in Table 6, the calculated chi-square value of 6.99 is less than the critical value of (22.30) at the significant level of 0.05. The hypothesis was therefore rejected and concluded that there is an association between the strengths of ICT and use of ICT for teaching pupils in primary schools. Based on the results, we can state that there was an association between teachers use of ICT and the strengths of ICT. The direction of the relationship is positively correlatedbetween the strengths of ICT and the use of ICT in teaching English language. This result is in line with [29] that ICT has the ability to: explore and investigate, analyze language, to respond, interpret, reflect and evaluate, compose and create, transform, present and perform, communicate and collaborate, inspire, motivate, engage and entertain.

**Hypothesis two.** Table 7The hypothesis investigated the weaknesses of ICT in teaching English language to public and private primary schools.

N	$\alpha$	X <sup>2</sup> calculated	X <sup>2</sup> tabulated	Decision
97	0.05	6.55	20.25	Rejected

From Table 7 above, the calculated chi-square value of 6.55 is less than the critical value of (20.25) at the significant level of 0.05. The hypothesis was therefore rejected and concluded that there is an association between the weaknesses of ICT which affected the teaching of English language to pupils in primary schools. Based on the results, we can clearly state that there was an association between the weaknesses of ICT and the teaching of English language. This result concord with [1], [2],[11] and[12] who believed that lack of knowledge about new technology, use of ICT based material is time consuming, teachersneed more support from head teachers and school administrators, lack of classroom observation, lack of teachers' competency in the use of ICT.

**Table 8** examine the opportunities of ICT for teaching and learning of English language to primary schools.

N	$\alpha$	X <sup>2</sup> calculated	X <sup>2</sup> tabulated	Decision
97	0.05	7.88	25.31	Rejected

The result in Table 8 above revealed that the calculated chi-square value of 7.88 is less than the critical value of (25.31%) at the significant level of 0.05. The hypothesis was therefore rejected and concluded that there is an association between the opportunities of ICT and the teaching of English language which tend to enhance and improve the teaching and learning of English language in primary schools. Based on the results, we can state that there was an association between the opportunities of ICT and the teaching of English language. The result is in agreement with [29] that the ICT has the opportunities to: explore and investigate, analyze language, respond, interpret, reflect, evaluate, compose, create, transform, present, perform, communicate and collaborate, inspire, motivate, engage and entertain. The result is also in line with [1], [2], [11] and [12] that the use of ICT provides greater opportunities for teachers to access wide range of documents online, can improve the process of teaching their subjects and to fully communicate and share their research findings with their colleagues globally.

**Table 9** investigate whether there is an association between the threats of ICT and the teaching of English language in public and private primary schools.

N	$\alpha$	X <sup>2</sup> calculated	X <sup>2</sup> tabulated	Decision
97	0.05	7.90	25.35	Rejected

From Table 9 above, the result revealed that the calculated chi-square value of 7.99 is less than the critical value of (25.35) at the significant level of 0.05. The hypothesis was therefore rejected and concluded that there was an association between the threats of ICT which has adverse effect on effective and efficient teaching of English language in primary schools. Based on this result, there was an association between the threats of ICT and the teaching of English language in primary schools. The direction of the relationship was positively correlated with the threats of ICT and the teaching of English language. This result is in line with [1],[2],[11] and [12] that lack of electricity, lack of strong monitoring and supervision mechanism, lack of training of teachers for class management, problem of Internet connectivity, lack of appropriate English language software, lack of fund to purchase ICT equipment for teaching and learning, shortage of time, limited accesses ICT resources, lack of support. This also in line with [21] who enumerated the problem of violent/bullying and pornographic material and of plagiarism (copy and paste online material) which pose a lot of problems to researchers and risks to the younger generation.

### Summary, conclusion and Recommendations

The term “SWOT” stands for Strengths, Weaknesses, Opportunities and Threats. The analysis of this result shows that the use of ICT in classrooms has a lot of potentials in improving the quality of teaching and learning of English Language in primary schools. The use of ICT has made English language learning more fun, motivating and engaging, learners-center and making teachers accessing learning materials online anytime, anywhere and anyplace. Using ICT give English teachers the opportunity to: explore and investigate, analyze language, to respond, interpret, reflect and evaluate, compose and create, transform, present and perform, communicate and collaborate, inspire and engage and entertain [29]. The recommendations are that Federal and state government of Nigeria should as a matter of priority provide functional and adequate ICT resources, Internet connectivity as well as constant electricity to all primary schools. They should also embark on massive training and retraining of primary school English teachers to master the use of ICT skills to meet up with the demands of the 21<sup>st</sup> century teaching and learning.

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