Availability and Utilization of Information Communication Technology (ICT) for Spoken English Teaching and Learning in South West Nigeria

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Abstract

The English language plays a prominent role in education in Nigeria and the school provides the most viable formal setting in which it could be studied. This research attempts to identify the extent of utilisation of Information Communication Technology components in the teaching and learning of spoken English in selected private/public secondary schools in South West Nigeria. Twenty-five respondents each was selected from four public schools, 20 from two private schools and 20 English language teachers. These respondents

responded to fifteen questions on required ICT facilities. Each respondent's cumulative responses was calculated and converted to simple percentages. Findings from the public secondary schools overall responses revealed that majority of the ICT facilities that can facilitate spoken English lessons were not readily available nor utilised, with higher percentages of 90%, 92%, 96%, respectively attesting to their non availability and non-utilisation. For the private secondary schools though, some respondents attested to their availability but personal observation revealed that these facilities were scanty and not maximally utilised. This investigation concludes that there is the need for government and educational administrators in South West Nigeria to be ICT driven in order to enhance a better performance and achieve international intelligibility for Nigerian spoken English.

Introduction

In Nigeria, the English language is a second language for most bilinguals. The use of English as a Second Language (ESL) in Nigeria also plays a prominent role in the education sector. The English language is used as the mode of instruction in the educational setting and a teaching subject, and the school provides the most viable formal setting in which it could be studied. The thrust of this paper is to find out whether Information Communication Technology (ICT), which has become a vital tool for facilitating and enhancing the process of education and learning globally, is available and effectively utilised for spoken English teaching and learning in South West Nigeria. Also, the fact that technological advances have led to new ways of teaching through the use of computer and the newest software programmes, satellite channels and the international information network, so as to improve the quality of education in the present competitive world, is as well a crucial reason for this investigation.

Moreover, English is taught and learnt in Nigeria across all strata of the educational system (primary, secondary and tertiary levels). In addition, the present century has become the age of ICT as knowledge acquisition is made easier, effective and efficient through its use. Also, the fact that many scholars, (Egwogwu, 2002; Atoye 2005; Akinjobi, 2004; Akindele, 2011, 2013) have observed that improper or inadequate method of teaching and learning spoken English in Nigeria has been a major challenge to the proficient use of the language is as well the motivation for this study.

ICT and English Teaching

Rodriquez and Wilson (2007) define ICT as "the set of activities facilitated by electronic means through processing, transmission and display of information". According to them, ICT has become a vital tool for facilitating and enhancing the process of education and learning worldwide. In the opinion of Olagoke (2005), "the need for the development of ICT is a global resolution and has been a subject of great significance to all mankind". He asserts that these technologies have become central to contemporary societies. Also, ICT is central to contemporary societies. Whether one is talking on the phone, sending an email, going to the bank, using a library, listening to sports coverage on the radio, watching the news on television, working in an office or in the field, going to the doctor, driving a car or catching a plane, one is using ICT (Gambari and Chike-Okoli 2007; Dirisu, 2009).

Information Communication Technology includes computer hardware such as desktop computers, mainframe laptops, magnetic disks, tape, optical disks, (CD/DVD), flash, television, radios, camera, loudspeaker, microphone telephone e.t.c. (Dirisu, 2009). Garuba (2009) argues that the progress made in ICT has led to the development of the internet which has today created a borderless surge of information. With the internet, developing nations are able to benefit with ease from variety of data. Similarly, Esimaje, & Amanze (2011) confirm that the computer, a significant component of ICT

provides a platform for the amalgamation of both spoken and written language and therefore encourages creativity in language use.

In the same vein, Chowdhury (2006) suggests a careful integration of computer and its resources in enhancing the quality of performance in English. As a principal in a British Interactive School in Dhaka, Indonesia, he discovered that using computer software such as innovative teaching tool called 'Interactive White Board', he could teach in a more effective manner (see Esimaje, & Amanze, 2011). Corroborating this view, Chowdhury (2006) observes that a nation may never maximize her potentials, if her students are not educated to international standard, especially if the relevance of English language skills are ignored or are not taught using a range of stimulating computer software and modern teaching aids like the computer, interactive whiteboard, DVD's, electronic games and the internet.

Furthermore, Recio (2011) using CD-ROMs conducted an investigation in Spain, on the impact of using stories and ICT to teach English. He discovered that the act of using computer and electronic stories in the teaching of the English language in the classroom has a positive strategy in enhancing students' English language learning. He further notes "ICT has the potential to enrich the learning environment and enhance the learning opportunities of students in classroom settings". This was observed in the study that features animation, dictionary support and sound effects, which gave the use of computer an edge over the conventional classroom. According to him, the subjects in the ICT classroom in the study performed better than those in the conventional classroom. Paulo (2012) asserts that, in the present 21st century, many schools in developed and developing nations have been observed to use ICT as engine for pedagogic change. The questions asked are: With the enormous roles ICT play in the enhancement of knowledge globally, how far does many secondary schools in South West Nigeria awake to this fact? To what extent do students and teachers in public/private secondary schools have access to ICT in South West Nigeria? These are some out of many other questions that stake holders in Nigeria generally need to

ponder on. Thus, this study becomes significant and relevant. To achieve this, the investigation sets to:

Objectives

1. identify the availability of ICT components used for spoken English teaching and learning in selected public/private secondary schools in South West Nigeria;

2. investigate the extent of utilisation of ICT components in the teaching and learning of spoken English in selected private/public secondary schools in South West Nigeria;

3. examine the extent at which English language teachers access and utilise ICT facilities in spoken English lessons in South West Nigeria;

Methodology

In order to determine the availability and utilisation of Information Communication Technology (ICT) in the teaching and learning of spoken English in South West Nigeria, a purposive sampling method was used. Twenty-five subjects each was selected from four public secondary schools, which comprised SS3 and JS3 students while 20 students each was sampled from two private secondary schools and 20 English language teachers from both public and private secondary within the South West regions of Nigeria. Each of these students as well as teachers was ask to fill questionnaires consisting of 15 required ICT facilities expected in schools that can enhance spoken English lessons. Each of the subjects' cumulative responses was calculated and converted to simple percentages (i.e. no of frequency x 100 divided by the no of respondents). The sampled schools were selected based on a general ranking of high population and the best option for many parents because of their long history of existence and performance in local and national examinations in Nigeria. The cumulative responses was calculated and converted to simple percentages. Apart, the researcher also engaged in personal observation of ICT facilities in the sampled schools.

Table I reveals the responses of 100 respondents which comprised 25 subjects each from four public secondary schools in Osun State. For research question 1, the overall percentage of respondents for PHCN was 25%. Only 1% attested to the use of inverter in spoken English lessons in their colleges while 29% attested to the use of generator. Majority of the respondents 49% claimed none energy use. For RQ2, 88% claimed they have never been taught spoken English with a computer. Majority of the respondents (35%) ascertained that they have never used computer while 12% have access to a computer in public/commercial centres. Only 5% have personal computers. Majority of the respondents (49%) claimed they do not have access to the computer configuration in use. 38% claimed that the computer use for spoken English lessons in their schools is less than 4 years. Also, majority of the respondents (82%/87%) respectively claimed they do not have access to the internet in their schools nor used it in spoken English classes. 89% claimed the projector is never used in spoken English lessons while 78% claimed the population of their class is above 60%. Simple inexpensive micro-phones that can be connected to the computer through a headset, with which sound can be produced was attested to by the respondents (92%) as never used in spoken English classes, with majority of the respondents 86%/85% respectively claiming they do not have a language laboratory nor do they use it for practical classes in their colleges 96%/90% of the respondents attested to the fact that facilities that could facilitate spoken English lessons expected in language laboratory were not readily available. However, majority of the respondents (96%) are eager to get trained in ICT if given the opportunity.

Data Analysis
Table I: Public Secondary Schools

NO	QUESTIONS	RESPONSES	FREQUENCY				PERCENTAGES (%)			
			Senior Public school A	Junior Public School B	Senior Public School C	Junior Public School D	Senior Public school A	Junior Public School B	Senior Public School C	Junior Public School D
1	What is the source of energy used in the teaching/learning process in your school?	P.H.C.N	15	10	0	0	60%	40%	0%	0%
		Inverter	0	1	0	0	0%	4%	0%	0%
		Generator	0	4	25	0	%	16%	100%	0%
		None	10	10	0	25	40%	40%	0%	100%
2	How often is the computer used for spoken English lessons?	Always	2	2	0	0	8%	8%	0%	32%
		Less than once a week	0	8	0	0	0%	32%	0%	0%
		Never	23	15	25	25	92%	60%	100%	100%
3	Specify your access to a desktop computer/laptop	Owns a computer	0	2	0	3	0%	8%	0%	12%
		Share a computer with members of the family	4	3	19	6	16%	12%	76%	24%
		Use computer with friends	3	2	3	13	12%	8%	12%	52%
		Use computer in pub	6	5	1	0	24%	20%	4%	0%
		Have never used a computer	12	18	2	3	48%	72%	8%	12%

4	What is the operational system currently used?	Window XP	12	23	1	4	48%	92%	4%	16%
		Mac OX	13	2	0	0	52%	8%	0%	0%
		No idea of the computer configuration	0	0	24	21	0%	0%	96%	84%
5	How old is the computer you are using in your college?	Older than 7 years	5	8	0	3	20%	32%	0%	12%
		Between 3 and 6 years	12	6	0	3	48%	24%	0%	12%
		Less than 4 years.	8	11	0	19	32%	44%	0%	76%
6	Do you have access to the Internet in your school?	Yes	7	11	0	0	28%	44%	0%	0%
		No	18	14	25	25	72%	56%	100%	100%
7	How often does your language teacher use the internet in spoken English classes?	Always	4	2	0	0	16%	8%	0%	0%
		Occasionally	2	5	0	0	8%	20%	0%	0%
		Never	19	18	25	25	76%	72%	100%	100%
8	Is the projector often used in spoken English classes?	Yes	4	5	2	0	16%	20%	8%	0%
		No	21	20	23	25	84%	80%	92%	100%
9	How can you estimate the population of your class?	Less than 40	12	8	2	0	48%	32%	8%	0%
		60 or above	13	17	23	25	52%	68%	92%	100%
10	Does your spoken English teache use a headset/ microphone	Occasionally	0	2	0	0	0%	8%	0%	0%
		Always	4	2	0	0	16%	8%	0%	0%

	during teaching?	Never	21	21	25	25	84%	84%	100%	100%
11	Does your college have a language laboratory?	Yes	6	8	0	0	24%	32%	0%	0%
		No	19	17	25	25	76%	68%	100%	100%
12	How often do you make use of the language laboratory in practical spoken English classes?	Never	20	15	25	25	80%	60%	100%	100%
		Occasionally	1	5	0	0	4%	20%	0%	0%
		Regularly	4	5	0	0	16%	20%	0%	0%
13	Does your language laboratory ha a recorder such as midget tape re /video, recorder/voice digital/reco	Yes	2	2	0	0	8%	8%	0%	0%
		No	23	23	25	25	92%	92%	100%	100%
14	Does your language laboratory have videotapes, CD-roms and cassettes from native speakers that could facilitate spoken English lessons?	Yes	3	7	0	0	12%	28%	0%	0%
		N0	22	18	25	25	88%	72%	100%	100%
15	Do you think you will need additional training in ICT in order to improve on your spoken English?	No	1	2	1	0	4%	8%	4%	0%
		Yes	24	23	24	25	96%	92%	96%	100%

*To get the overall percentages of the respondents used in the explanation below, the percentages of each of the twenty five subjects from the four sampled public secondary schools were added and divided by four.

Table II: Private Secondary Schools

NO	QUESTIONS	RESPONSES	FREQUENCY		PERCENTAGES (%)		Overall %
			Senior	Junior	Senior	Junior	*Addition of Percentages of the two Schools divided by two
1	What is the source of energy used in the teaching, learning process in your school?	P.H.C.N	20	20	100%	100%	100%
		Inverter	0	0	0%	0%	0%
		Generator	0	0	0%	0%	0%
		None	0	0	0%	0%	0%
2	How often is the computer used for spoken English lessons?	Always	0	6	0%	o%	0%
		Less than once a week	20	12	100%	60%	80%
		Never	0	2	0%	10%	5%
3	Specify your access to a desktop computer/laptop	Owns a computer	4	8	20%	40%	30%
		Share a computer with members of the family	14	10	70%	50%	60%
		Use computer in public computer centre	0	2	0%	10%	5%
		Have never used a computer	0	0	0%	0%	0%
		Use computer with friends	2	0	10%	0%	5%
4	What is the operational system currently used?	Window XP	18	16	90%	80%	85%
		Mac OX	2	4	10%	20%	60%

		No idea of the computer configuration	0	0	0%	0%	0%
5	How old is the computer you are using?	Older than 7 years	6	2	30%	10%	20%
		Between 3 and 6 years	10	18	50%	90%	70%
		Less than 4 years	4	0	20%	0%	10%
6	Do you have access to the Internet in your school?	Yes	8	8	40%	40%	40%
		No	12	12	60	60%	60%
7	How often does your language teacher use the internet in spoken English classes?	Always	4	14	20%	70%	45%
		Occasionally	2	4	10%	20%	15%
		Never	14	2	70%	10%	40%
8	Is the projector often used in spoken English classes?	Yes	8	8	40%	40%	40%
		No	12	12	60%	60%	60%
9	How can you estimate the population of your class?	Less than 40	12	12	60%	60%	60%
		60 or above	8	8	40%%	40%	80%
10	Do you /your spoken English teacher use a headset/ microphone during teaching?	Occasionally	14	14	70%	70%	70%
		Always	6	6	30%	30%	30%
		Never	0	0	0%	0%	0%
11	Does your college have a language laboratory?	Yes	14	14	70%	70%	70%
		No	6	6	30%	30%	30%
12	How often do you make use of the language laboratory in practical spoken English classes?	Never	14	2	70%	10%	40%
		Occasionally	4	18	20%	90%	55%
		Regularly	2	0	10%	0%	5%

13	Does your language laboratory have a recorder such as midget tape recorder /video recorder/voice digital/recorder?	Yes	4	18	20%	90%	55%
		No	16	2	80%	10%	45%
14	Does your language laboratory have videotapes, CD-roms and cassettes from native speakers that could facilitate spoken English lessons?	Yes	6	6	30%	30%	30%
		No	14	14	70%	70%	70%
15	Do you think you will need additional training in ICT in order to improve on your spoken English?	Yes	14	20	70%	100%	85%
		No	6	0	30%	0%	15%

In Table II, overall responses from senior and junior private schools for access to PHNC use in their classes is 100% while 80% attested to the seldom use of computers in spoken English classes. 60% share computers with members of the family while 85% claimed window XP brand of computers is used during spoken English lessons. 70% ascertained that the computer used for lessons is between 3-6 years while 60% claimed they do not have access to the internet during practical English lessons. 40% claimed it is never used for teaching spoken English lessons. 80% claimed the population of their school is above 60 in a class. A larger percentage of the respondents, (70%) attested to the fact that their college has a language laboratory while 55% claimed its occasional use. 70% also claimed occasional use of micro-phone/headset for lessons. 70% claimed they do not have CDs and other software materials from educated native speakers of English that can be use to enhance spoken English lessons. Majority of the respondents (85%) are eager to get trained in the use of computers if given the opportunity.

The responses of English language teachers of public and private secondary schools across South West Nigeria reveals that only 25% of the teachers respectively acknowledged to the fact that PHCN or generator was sometimes used for spoken English lessons while 50% claims none of the sources highlighted are used. 100% claims they have never used a computer in language classes. 40% are of the opinion that they do not have access to a computer, with 60% attesting to the fact that they have never had access to a computer. 56% of them share computers with friends and members of the family. RQ 6-15 reveals that language laboratory and other ICT facilities indicated in the questionnaire were neither available nor utilised for spoken English classes as there was 100% response for its non-availability and utilisation.

Table III: English Language Teachers

NO	QUESTIONS	RESPONSES	FREQUENCY	PERCENTAGE (%)
1	As an English teacher, what is the source of energy used in the teaching/learning process in your school?	P.H.C.N	5	25%
		Inverter	0	0%
		Generator	5	25%
		None	10	50%
2	How often is the computer used for spoken English lessons?	Always	0	0%
		Less than once a week	0	0%
		Never	20	100%
3	Specify your access to a desktop computer/laptop	Owns a computer	1	5%
		Share a computer with member of the family	6	30%
		Use computer in public computer centre	5	25%
		Have never used a computer	8	40%
		Use computer with friends	0	0%
4	What is the operational system currently used?	Window XP	7	35%
		Mac OX	1	5%
		No idea of the computer configuration	12	60%
5	How old is the computer currently used for spoken English lessons?	Older than 7 years	1	5%
		Between 3 and 6 years	0	0%
		Less than 4 years	8	40%
		None	11	55%
6	Do you have access to the Internet in your school?	Yes	0	0%
		No	20	100%
7	How often do you use the internet in spoken English classes?	Always	0	0
		Occasionally	0	0
		Never	20	100%
8	Is the projector often used in spoken English classes?	Yes	0	0
		No	20	100%
9	How can you estimate the population of your class?	Less than 40	0	0%
		60 and above	20	100%

10	Do you use a headset/ micro During spoken English teach	Occasionally	0	0%
		Always	0	0%
		Never	20	100%
11	Does your college have a language laboratory?	Yes	0	0%
		No	20	100%
12	How often do you make use of the language laboratory in practical spoken English classes?	Never	20	100%
		Occasionally	0	0%
		Regularly	0	0%
13	Does your language laborato a recorder such as midget ta /video recorder/voice digital	Yes	0	0%
		No	20	100%
14	Does your language laboratory have videotapes, CD-roms and cassettes from native speakers that could facilitate spoken English lessons?	Yes	0	0%
		No	20	100%
15	Do you think you will need additional training in ICT in order to improve on your spoken English lessons?	Yes	20	100%
		NO	0	0%

Findings and Discussions

In order to achieve the aim and objectives of this investigation as earlier stated, the findings revealed that:

➢ Majority of the ICT facilities needed in spoken English classes such as language laboratories, computers, CD-roms, simple inexpensive microphones, cassette players, tape recorders, digital recorders were not available; except in the private secondary schools where some of the students attested to their availability though scanty as personally observed.

➢ Majority of the students were never exposed to the use of the internet in language classes, and this could limit their access to information in the present global and competitive world. Although, responses from the sampled private schools

revealed that majority of the students are conscious of the ICT facilities needed for spoken English lessons, as many of them attested to the fact that their schools actually have these facilities but personal observation as well as a few responses from the students further revealed the ICT facilities redundant use. However, majority of the respondents (private and public secondary school students) are eager to have training in ICT if given the opportunity.

➢ Many of the English language teachers are not ICT literate. Apart, many of the ICT facilities that could enhance spoken English lessons are neither readily available nor utilised as attested in their responses.

Conclusion

The respondents responses showed that majority of the ICT facilities needed in spoken English classes such as language laboratories, computers, CD-ROMs, simple inexpensive micro-phones, cassettes players, tape recorders, digital recorders etc are neither readily available nor utilised in the sampled public/private secondary schools in South West Nigeria, and this may not be different in other regions of Nigeria because of the general policy of Universal Basic Education being practiced in Nigeria. Respondents' responses also showed that the teachers and students need to boost the use of the internet in spoken English classes to connect to the world to get necessary data and information. For example with the internet, students can selectively listen to news, discussion, debates directly from native speakers and try to improve on their own production and perception skills. However, it should be remarked that this investigation is not clamouring for a native like usage of spoken English which may not be attainable as second language users of English but towards spoken English that is comprehensible socially, nationally and internationally.

Furthermore, it was discovered that the level of power supply from the responses was not very encouraging especially in the public secondary

schools. Although, some of these schools have access to generator as attested to by some respondents, the seize of this generators as personally observed may not be able to take care of the use and functionality of the ICT equipments needed for spoken English classes. In addition, several scholars have also observed that the unavailability and utilisation of ICT in Nigerian schools have been identified with inadequate funding, inadequate skilled personnel, and irregular and unreliable power supply. Other challenges identified include occasional breakdown of equipment, lack of technical support, lack of maintenance and wrong equipment specifications (Ebele and Obiora, 2009). Moreover, the fact that Osun State government, one of the core states in South West Nigeria distributed computer tablets (*Opon Imo)* to SS3 students in the state cannot be left out, but the question is: what about the JSS classes and the teachers who are suppose to teach the students? Do they not need computer themselves? What is the government doing to provide stable power supply to facilitate its use and most especially in remote villages where there is no electricity supply at all? How much knowledge of ICT do these students have? These are some of the questions among many others that need to be provided answers to by school administrators and curriculum planners.

Recommendations

As a result of the shortcomings observed in the availability and utilisation of ICT in the teaching and learning of spoken English in South West Nigeria, which has thereby affected the proficiency in the spoken English of many Nigerians (Akinjobi, 2004, 2006, 2012; Atoye, 2005, Akindele, 2011, 2012, 2013). This investigation, recommends that for spoken English teaching and learning to be effective in the South West and Nigeria generally, there is the need for stakeholders, curriculum planners, government agencies, administrators, teachers, students and individuals concerned to consider the measures below:

❖ Government and administrators in South West Nigeria should provide an educational environment that supports creativity, excellence and innovation for the teaching and learning of spoken English through information and communication technology.

❖ Stakeholders should realise that quality education with an electronic calendar, which requires improvement and quality adjustment practices to meet the requirements of the globalisation era should be put in place through ICT in Nigerian secondary schools, especially in the South West.

❖ Spoken English teachers in the South West and Nigeria generally should be given special training on the most important innovations in their field of study and in ICT training in order to meet up with the pace of scientific and technological progress accelerated to achieve the overall quality in their field.

❖ Schools should be funded and adequately equipped with a language laboratory where ICT facilities such as computers, CD-roms, electronic tapes, micro-phones, headsets, cassette players, etc could be used as scaffolding for facilitating and improving spoken English teaching and learning in Nigeria.

❖ As a developing nation, charged with various infrastructural challenges, the school should realise that as a main part of the developing society, the learning environment should be re-ordered to allow new spaces for socialisation and learning and thus, ICT has a crucial role to play by promoting the communication network to access information, shared building of knowledge, reducing space and building new social identities.

❖ Majority of the students are eager to have ICT training as confirmed from their responses. Therefore, students should be given access to ICT training and properly guided on its use to

better them in spoken English usage as it encourages self development.

❖ Private individuals who establishes secondary schools should also see it as a need to ensure that a functional language laboratory exist in their schools. The language laboratory should be well equipped with facilities required for spoken English lessons because personal observation in the private schools sampled showed that many of the highly rated private schools in the South West Nigeria have ICT units and not a standard language laboratory. Also, majority of the spoken English lessons were held in the normal classes and with the regular traditional method as observed in the sampled public secondary schools.

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Appendices

Respondents are required to honestly attest to the availability and utilisation of the following ICT facilities in the teaching and learning of spoken English in their schools by ticking as appropriate.

1. What is the source of energy used in the teaching/ learning process in your school?

   P.H.C.N……….................,   INVERTER………..,
   GENERATATOR………,   NONE……...............

2. How often is the computer used for spoken English lessons?
   Always-------, less than once a week -----Never………..

3. Specify your access to a desktop computer/ laptop
   Owns a computer…………..,
   Share a computer with members of the family………..,
   Use computer with friends…………...................................,
   Use computer in public/commercial centres………........,
   Have never used a computer……......................................

4. What is the operational system currently used?
    WINDOWS XP…………..............,   macOX………....,
   No idea of the configuration………...............................

5. How old is the computer currently used for spoken English lessons in your school?
   Older than 7 years………, Between 3 and 6 years…............
   Less than 4 years………..

6. Do you have access to the internet in your school?
   YES……………   NO……….

7. How often does your language teacher use the internet in spoken English classes?
Always………, Occasionally………, Never…………..

8. Is the projector often used in spoken English classes?
YES………   No……………

9. How can you estimate the population of your class?
Less than 40………, 60 and above………….

10. Does your college have a language laboratory? Yes………,
            No………..

11. Do you /your spoken English teacher use a headset/ microphone during teaching?
Occasionally.........,   Always………,   Never………..

12. How often do you make use of the language laboratory in practical spoken English classes?
Never…........ Occasionally……….. Regularly………

13. Does your language laboratory have a recorder such as Midget tape recorder/Video recorder/voice
digital recorder?   Yes………,   No………

14. Does your language laboratory have Video tapes, CD-ROMs, and Cassettes from native speakers that could facilitate spoken English lessons?   Yes……….,
        No……….

15. Do you think you will need an additional training in ICT in order to improve your spoken English?
No…………,   Yes………

Respondents (English language teachers) are required to honestly attest to the availability and utilisation of the following ICT facilities in the teaching and learning of spoken English in their schools by ticking as appropriate.

1. As an English language teacher, what is the source of energy used in the teaching/learning process in your school? (P.H.C.N………., INVERTER………., GENERATOR………, NONE……..)

2. How often is the computer used for spoken English lessons? (Always-------, less than once a week ----Never………..)

3. Specify your access to a desktop computer/ laptop (Owns a computer………, Share a computer with members of the family……….., Use computer with friends………, Use computer in public/commercial centres……….., Have never used a computer……..)

4. What is the operational system currently used? (WINDOWS XP…………., macOX……….., No idea of the configuration………..)

5. How old is the computer currently used for spoken English lessons? (Older than 7 years………, Between 3 and 6 years…......... Less than 4 years………..)

6. Do you have access to the internet in your school? (YES…………… NO……….)

7. How often do you use the internet in spoken English classes? (Always………., Occasionally………, Never…………..)

8. Is the projector often used in spoken English classes? (YES……… No……………)

9. How can you estimate the population of your class? (Less than 40………., 60 and above………….)

10. Do you use a headset/ microphone during teaching? (Occasionally.........., Always………, Never…)

11. Does your college have a language laboratory? (Yes………, No………..)

12. How often do you make use of the language laboratory in practical spoken English classes? (Never…........... Occasionally……….. Regularly………)

13. Does your language laboratory have a recorder such as Midget tape recorder/Video recorder/voice digital recorder? (Yes………., No………)

14. Does your language laboratory have Video tapes, CD-ROMs, and Cassettes from native speakers that could facilitate spoken English lessons? (Yes………., No……….)

15. Do you think you will need an additional training in ICT in order to improve your spoken English lessons? (No…………., Yes………)