Teachers' Perception of Factors Influencing Internet Use in English Language Classroom in Nigeria

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Abstract

The study investigated teachers' perceptions of factors influencing internet use in the English Language Classroom. The study adopted descriptive research design. Teachers perceived that lack of internet facilities, language laboratory, teachers' reluctance to adapt to internet use, low morale of English language teachers, absence of modern software, overcrowded classrooms and poor interest influence the use of internet in English language classroom. The study also found no significant relationship

between gender and teachers' perception of factors influencing internet use in English language teaching; teachers' qualification has no effect on their perception of factors influencing internet use in English language; no significant relationship exists between the teachers' experience and their perception of factors influencing internet use in English language teaching. It is therefore recommended that government should endeavour to provide internet facilities in all the senior secondary schools including rural and urban areas for effective teaching and learning English.

Key Words: Teachers, Perception, Factors, internet use, Classroom

Introduction

English Language is a tool through which people across the globe engage in effective and active communication with one another. Equally, the multi-lingual and multi-cultural nature of Nigerian polity on the one hand and the absence of a national unifying indigenous language on the other have led to the adoption of English language as a medium of intra-national and inter-national communication (Fakeye 2011). According to Nigeria Television Authority (NTA) Network News 24, there are about 250 ethnic cultures and about 500 languages in Nigeria, Oluyole FM Radio, monitored in Ibadan on a programme "Morning Ride", while reflecting on the International Day of Mother tongue on Tuesday 21st February, 2012, took a step further by giving a specific figure of the total languages in Nigeria as five hundred and twenty one (521). It stressed further that out of the total figure, five hundred and ten (510) are actually living, two (2) are without speakers while the remaining nine (9) have actually gone into extinction.

From the foregoing and because of the diverse nature of Nigeria terrain, it is absolutely important that a common language is adopted. From the wisdom of the colonial masters, English was adopted. Thus English language has become the official language in Nigeria. It is the language used in all the three tiers of governments, in the military, journalism, religion judiciary, industries and other parastatals. In addition to the above, it is a medium of instruction in Nigerian schools right from upper primary to tertiary institution in addition to being taught as a subject (FGN 2004). English is seen as one of the most important subjects (if not more important than all other subjects in the school and government circle) because it is the bedrock for higher institution's admission. For instance, every student is required as a matter of

compulsion to pass this subject at the senior secondary school level in order to make headway in his/her quest for further studies (JAMB, 2011).

Despite the fact that this subject is a prerequisite for students' admission into all Nigeria higher institutions, many of them still find it (English language) difficult to comprehend hence they perform woefully in it at the senior secondary school level. Fakeye (2002) lent credence to the above fact by saying that most students are being delayed from advancing in their studies to higher schools of learning because of their inability to obtain credit pass in English language which is a prerequisite for admission into tertiary institution.

A Daily Sketch Publication of 28th August 2006, cited by Fakeye (2011) on "Causes and Cures of Poor Performance at West African School Certificate Examination (WASCE) in 2006" identified and categorized problems responsible for students' poor performance mostly in English language to problems of teachers, problems of inadequate facilities in the schools, problem traceable to students, problems caused by parents and society at large and problems of government policies and low funding of the education sector.

Another major cause of this problem has been traced to lack of adequate use of the internet to source for information by the teachers of this subject. Some of these teachers are still relying on their obsolete knowledge and old way of teaching, forgetting that teaching is not static but dynamic. For example, teaching is meant to be student -oriented and not teacher- oriented but many English language teachers do the teaching all alone while the students are reduced to passive learners. This is perharps why Ajagbe (2009) and many stake- holders in education have advocated the use of ICT to improve teachers' competence and pedagogical skills as a major way by which the teaching of the subject can be improved. In an apparent response to this call, governments at all levels have made laudable contributions by providing computers and information and communication technology (ICT) facilities with internet base in some secondary schools to aid teaching and learning process.

The influence of the Internet on education has been profound. Some of its benefits include opportunity for making available to students and teachers on-line instructional materials. Learning can be made available anytime, anywhere, to either regular or distance learners; students who missed

teacher's point during classroom instruction would have the opportunity of going over the lecture/presentation; and teachers, students, administrators, researchers are provided with the opportunities of doing research on any topic from several internet resources. It is a powerful tool for the use of the students and teachers as it provides profusion of instructional resources for formal and informal education for all ages. The Internet ensures that learners are actively involved in teaching and learning, and greater access to education is assured. Furthermore, students, teachers, educators and researchers will optimise the potentials of the Internet to transform ways in retrieving and utilizing information in education and research. Teachers and students also augment classroom instruction through the Internet (Kargbo, 2002). It can be inferred that the Internet provides opportunities for the development of a better educated and literate society.

The field of education has not been unaffected by the penetrating influence of information and communication technology. Undoubtedly, ICT has impacted on the quality and quantity of teaching, learning, and research in traditional and distance education institutions. In concrete terms, ICT can enhance teaching and learning through its dynamic, interactive, and engaging content; and it can provide real opportunities for individualized instruction.

 The usage of internet which undoubtedly is the source of information is not new in Nigeria. It is gradually taking root and becoming a household name and solution to so many knotty issues. The internet has revolutionized the communication world like never before. The internet is at once a worldwide broadcasting capability mechanism for information dissemination. The internet represents one of the most successful examples of the benefits of sustained investment and commitment to research and development of information infrastructure.

The internet - the World Wide Web (www) and hyper text transfer protocol (http) - offer teachers an opportunity to provide learners with innovative new virtual environment that may invariably encourage and enhance learning process. Mioduser (2000) identify web technology as being relevant to the educational process as a result of:

- the heart of education transactions

- Communication facilities such email, chat rooms and group discussion lists that enable communication between different actors

in the educational process and allow for collaborative, regardless of time and place constrain.

- User-friendly tools that support students' creativity and initiative.

- The ability for the web to serve as an instructional delivery medium.

These web technologies are absolutely necessary and may be beneficial to traditional classroom based learning environment, by providing a complimentary channel for communicating, collaborating and sharing information (Macdonald et al, 2001). Undoubtedly, internet can provide support for pre-class, in-class and post-class activities (Parikh & Verma, 2002) in all the levels of learning.

Despite the huge financial contribution by the government and some other stake holders in the field of education to this problem, it has been discovered that English language teachers have not been availing themselves with the opportunity of using these resources as they ought to in spite of all the importance of internet to education in general and English language instruction in particular. Some of the teachers who are the custodian of these equipments do not have the knowledge of how to operate them.

The report by the National Centre for Education Statistics (2000) indicated that teachers with fewer years of experience were more likely to use computers in their classes than teachers with more years of experience. More specifically, teachers with three years or less teaching experience reported using computers 48% of the time; teachers with 4-9 years, 45% of the time; those with 10-19 years, 47% of the time, while teachers with 20 years or more reportedly used computers only 33% of the time. This may be due, in part, to the fact that new teachers have been exposed to computers during their training and therefore, have more experience using this tool. Then, one of the factors that determine the extent to which teachers use computers in their classes may be the number of years they have been teaching.

Many who have graduated long time ago and did not have computer as part of their course curriculum may see learning computer and the use of internet facilities as burdensome and extra duty which might not add to their monthly or yearly wages unlike today's graduates who perhaps learnt the art and the use of computer or ICT while in school. This need for teacher training is explained by the fact that most of the presently hired teachers received little or no training in their formal education. It could also be a reflection of the

need to update teachers' knowledge in the world of fast moving technology of communication. Training all teachers on the educational use of computers is important when considering the gains of internet as a means of teaching and learning English language. Teachers need to know how to use computers first before they can integrate them into their teaching exercise.

Moreover, Venkatesh and Morris (2000) investigated gender differences in the overlooked context of individual's adoption and sustained usage of technology in the workplace using the Theory of Planned Behavior (TPB). They studied on user reactions and technology usage behavior over a 5-month period among 355 workers being introduced to a new software technology application. Many believe that using the internet is the sole responsibility of male and not female teachers. Yet it is a common knowledge that female teachers are dominant in the teaching profession especially English language at the senior secondary school level.

The results showed that the decisions of men and younger worker were more strongly influenced by their attitude toward using the new technology. In contrast, women and older worker were more strongly influenced by subjective norm and perceived behavioral control. Then, these groups of people adopt very different decision processes in evaluating new technologies.

In addition to the above, many attribute higher educational qualification to the use of internet. Some came into teaching profession with National Certificate in Education (NCE) or even lower certificate and therefore see the use of internet as something sacred to those that possess degree certificates.

In Nigeria, the minimum requirement for teaching is Nigeria Certificate in Education (N.C.E.) as stipulated by the Federal Government of Nigeria (National policy on Education, 2004). In most schools, you find a teacher who read mass communication, international relations and the likes, teaching English language. Some are B.A or B.Sc holders and this does not certify them as teacher. This is because there is shortage of teachers and high rate of unemployment, which have made so many people to go into teaching even when they are aware that they are not qualified to teach. .

The level of computer literacy could be another factor. Some of these English language teachers are not computer literate because there is no incentive from the government propelling them to learn it. They may see it from the fact that

it does add to the take home pay of those who use such facility either for personal use or to teach their students.

Statement of the Problem

The frequent mass failure in English language in the senior secondary schools in both West African School Certificate (WAEC) and National Examination Council (NECO) examinations is alarming. The need to embrace technology has also led to teachers of English language to supplement teaching and learning with internet facilities as a means of enhancing students' performance.. Although studies have attested to the effectiveness of internet resources in English language instructions, a cursory look into the school setting shows that teachers have not been taking advantages of internet in the teaching and learning of English due to some constraints. Most of the constraints contained in literature as militating against the use of internet in the classroom by English language teachers are from theoretical literature. In addition, the few empirically supported constraints did not take into considerations the perception of teachers. Therefore, this study investigated English language teachers' perception of factors influencing internet use in English language classroom in all the senior secondary schools in Lagelu local government of Oyo state.

Research Question

The study attempts to provide answer to the following research question:

What is the perception of English language teachers about factors influencing internet use?

Hypotheses

i.   There is no significant relationship between teachers' gender and their perception of factors influencing internet use in English language

ii. There is no significant relationship between teachers' qualification and their perception of factors influencing internet use in English language

iii. There is no significant relationship between teachers' year of teaching experience and their perception of factors influencing internet use in English language.

Significance of the study

This study is very significant in many ways. First the study would contribute to the existing body of research, look into ways and methods of reducing if not totally eradicating the poor performance of English language in both internal and external examinations.

This study will also guide various stake holders to take necessary and appropriate measure in dealing with the factors that may be militating against the use of internet by English language teachers. The study is expected to expose the teachers of English language to the use of internet so as to enhance better results of the learners in all their examinations – internal or external.

Finally, the study will help to improve teaching and learning process thereby enhancing students' performance in English language.

Methodology

The descriptive research design was adopted to assess teachers' perception of factors influencing internet use in English language classroom in senior secondary schools in Lagelu Local Government area of Oyo State. The target population for this study is the senior secondary English language teachers in Lagelu local Government area of Oyo State

In view of the small number of senior secondary schools in Lagelu Local Government, all the English language teachers in local government area were used. Only one instrument was used for the study. It was the questionnaire on teachers' perception of factors influencing the use of internet in English language classroom which was structured along four-point modified Lickert scale (Strongly Agree, Agree, Disagree, Strongly Disagree). In order to ascertain reliability of the research instrument, Crombach Alpha method was used and an Alpha value of 0.79 was obtained. This proved that the questionnaire was reliable.. The administration of the instrument to the respondents took about two weeks. Descriptive statistics of tables of frequency count, mean and standard deviation were used in analyzing the demographic data collected while inferential statistics of Chi Square was used to determine the relationship among variables. The result was interpreted at 0.05 level of significance.

Results

Research Question 1: What is the perception of English language teachers about factors influencing internet use?

Table 1: Teachers' perception of factors influencing the use of internet in English language classroom

Items	Statement	Strongly Disagree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Mean	Standard Deviation
1..	Most secondary schools lack computer literate teachers	29 (51.8)	17 (30.4)	2 (3.6)	8 (14.3)	3.20	1.05
2.	There is lack of internet facilities in the secondary schools	18 (32.1)	29 (51.8)	6 (10.7)	3 (5.4)	3.11	.80
3.	Irregular power supply hinders the use of internet in schools	2 (3.6)	7 (12.5)	27 (48.2)	20 (35.7)	1.84	.78
4.	The cost of purchasing internet facilities in the school is high.	3 (5.4)	2 (3.6)	22 (39.3)	29 (51.8)	1.63	.80
5.	There are inadequate facilities to support full application of internet in English Language teaching	2 (3.6)	1 (1.8)	9 (33.9)	34 (60.7)	1.48	.71
6	The non-inclusion of internet programmes in teachers' training curriculum affects its adoption in school	3 (5.4)	18 (32.1)	21 (37.5)	14 (25.0)	2.18	.88
7.	Teachers are very reluctant to adapt to use of internet in teaching/learning process	9 (16.1)	23 (41.1)	15 (26.8)	9 (16.1)	2.57	.95
8.	Lack of fund hinders schools from embracing internet.	7 (12.5)	22 (39.3)	12 (21.4)	15 (26.8)	2.38	1.02
9.	There is fear of exposing to much information of the institution to the public.	5 (8.9)	20 (35.7)	22 (39.3)	9 (16.1)	2.38	.87
10.	General low morale of English language teachers hinders use of internet in English language teaching	30 (53.6)	22 (39.3)	2 (3.6)	2 (3.6)	3.43	.74
11.	Most schools do not	20	23	9	4	3.05	.90

	have language laboratories	(35.7)	(41.1)	(16.1)	(7.1)		
12.	There is no source of power supply	7 (12.5)	11 (19.6)	21 (37.5)	17 (30.4)	2.14	1.00
13.	Overcrowded classrooms hinders effective use of internet in English language teaching	19 (33.9)	15 (26.8)	11 (19.6)	11 (19.6	2.75	1.13
14.	Absent of modern software prevents use of internet.	11 (19.6)	20 (35.7)	17 (30.4)	8 (14.3)	2.61	.97
15.	Teachers generally do not show interest in the use of internet in English language teaching	13 (23.2)	16 (28.6)	18 (32.1)	9 (16.1)	2.59	1.02

Table 1 shows that teachers perceived that computer literacy is a factor influencing use of internet in English language classroom ($\square$ = 3.20; SD = 1.05). They also perceived lack of internet facilities ($\square$ = 3.11; SD=.80), teachers' reluctance to adapt to use internet ($\square$ = 2.57; SD = .95), low morale of English teachers ($\square$ = 3.43; SD = .74), lack of language laboratory ($\square$ = 3.05; SD = .90), overcrowded classrooms ($\square$ = 2.75; SD = 1.13), absence of modern software ($\square$ = 2.61; SD = .97) and poor interest in the use of internet ($\square$ = 2.59; SD = 1.02) as influencing use of internet in English language teaching. However, their perception shows that the following factors do not influence the use of internet in teaching English language. These are: irregular power supply, the cost of purchasing internet facilities, inadequate facilities to support full application of internet, the non-inclusion of internet programmes in teachers' training curriculum, lack of fund, the fear of exposing too much information on the institution to the public and lack of source of power supply.

Hypothesis 1: *There is no significant relationship between teachers' gender and their perception of factors influencing internet use in English language*

Table 2: Chi square of Relationship between Teachers' Gender and Perception

S/N	Gender	SD	D	A	SA	X^2 Value	Df	Sig
	M	4	1	6	9	1.167	3	n.s
	F	4	1	11	20			.761
	M	2	2	9	7	1.622	3	n.s
	F	1	4	20	11			.654
	M	7	10	2	1	.358	3	n.s
	F	13	17	5	1			.949
	M	9	9	-	2	2.898	3	n.s
	F	20	13	2	1			.408
	M	13	6	1	-	3.147	3	n.s
	F	21	13	-	2			.370
	M	6	8	5	1	.864	3	n.s
	F	8	13	13	2			.834
	M	4	6	9	1	2.909	3	n.s
	F	5	9	14	8			.406
	M	6	4	9	1	1.808	3	n.s
	F	9	8	13	6			.613
	M	5	8	6	1	2.369	3	n.s
	F	4	14	14	4			.499
0	M	1	-	8	11	1.305	3	n.s
	F	1	2	14	9			.728
1	M	1	4	10	5	2.103	3	n.s
	F	3	5	13	15			.551
2	M	8	5	5	2	2.859	3	n.s
	F	9	16	6	5			.414
3	M	3	4	8	5	3.103	3	n.s
	F	8	7	7	14			.376
4	M	3	8	4	5	3.570	3	n.s
	F	5	9	16	6			.312
5	M	3	9	4	4	2.561	3	n.s
	F	6	9	12	9			.464

n.s   =   not significant at p < .05

Table 2 shows that all the 15 items on the teachers' perception of the factors influencing teachers' use of internet in English language teaching yielded no significant results based on gender differences. This means that the perception of male teachers do not differ significantly from those of female teachers (p>.05). On this basis, hypothesis 1 is not rejected as there is no

significant relationship between teachers' gender and their perception of factors influencing internet use.

Hypothesis 2: *There is no significant relationship between teachers' qualification and their perception of factors influencing internet use in English language.*

Table 3: Chi Square of the Relationship between Teachers' Qualifications and Perception

S/N	Qualification	SD	D	A	SA	X^2 Value	Df	Sig
1	NCE	1	-	6	8	19.452	9	* .22
	HND	1	-	-	2			
	1st Degree	5	-	11	15			
	Masters	1	2	-	4			
2	NCE	2	-	7	6	12.282	9	n.s .198
	HND	-	-	3	-			
	1st Degree	-	4	17	10			
	Masters	1	2	2	2			
3	NCE	6	6	1	2	8.421	9	n.s .492
	HND	1	2	-	-			
	1st Degree	11	16	4	-			
	Masters	2	3	2	-			
4	NCE	6	9	-	-	12.300	9	n.s .197
	HND	1	1	-	1			
	1st Degree	19	9	1	2			
	Masters	3	3	1	-			
5	NCE	10	4	-	1	9.799	9	n.s .367
	HND	2	1	-	-			
	1st Degree	17	13	-	1			
	Masters	5	1	1	-			
6	NCE	5	7	3	-	15.172	9	n.s .086
	HND	1	2	-	-			
	1st Degree	6	12	12	1			
	Masters	2	-	3	2			
7	NCE	3	1	9	2	11.758	9	n.s .227
	HND	-	1	2	-			
	1st Degree	3	11	11	6			
	Masters	3	2	1	1			
8	NCE	5	5	3	2	10.751	9	n.s .293
	HND	2	-	1	-			
	1st Degree	6	7	13	5			
	Masters	2	-	5	-			
	NCE	5	2	7	1			

						x^2	df	
9	HND	-	3	-	-			n.s
	1st degree	2	15	11	3	14.248	9	.114
	Masters	2	2	2	1			
10	NCE	-	-	6	9			
	HND	-	-	2	1			*
	1st degree	-	2	13	16	17.740	9	.038
	Masters	2	-	1	4			
11	NCE	1	2	6	6			
	HND	-	-	3	-			n.s
	1st Degree	1	6	13	11	11.177	9	.264
	Masters	2	1	1	3			
12	NCE	4	6	4	1			
	HND	1	1	-	1			n.s
	1st Degree	11	12	5	3	5.679	9	.772
	Masters	1	2	2	2			
13	NCE	5	3	4	3			
	HND	-	-	1	2			n.s
	1st Degree	4	6	8	13	7.152	9	.621
	Masters	2	2	2	1			
14	NCE	1	4	5	5			
	HND	-	1	2	-			n.s
	1st Degree	5	10	12	4	7.060	9	.631
	Masters	2	2	1	2			
15	NCE	5	7	2	1			
	HND	1	-	1	1			n.s
	1st Degree	2	8	11	10	12.718	9	.176
	Masters	1	3	2	1			

n.s   =   not significant at p < .05   *   =   significant at p>.05

From Table 3 items 1 and 10 show that there is significant relationship between teachers' qualification and their perception of factors influencing internet use in English language. For item 1 (x^2 = 19.452; df = 9; p< .05) and for item 10 (x^2 = 17.740; df = 9; p< .05). However, all the remaining 13 items were not significant based on qualification (p> .05). Therefore, the null hypothesis 2 is not rejected as there is no significant relationship between teachers' qualification and perception

Hypothesis 3: *There is no significant relationship between teachers' year of teaching experience and their perception of factors influencing internet use in English language.*

Table 4: Chi square of the Relationship between Teachers' Teaching Experience and Perception

S/N	AGE (YRS)	SD	D	A	SA	X^2 VALUE	DF	SIG
1	Below 5	1	-	6	6	14.410	12	n.s .275
	5 – 10	3	2	4	6			
	11 – 15	1	-	3	12			
	16 – 20	2	-	2	1			
	Above 20	1	-	2	4			
2	Below 5	1	-	8	4	25.674	12	n.s .012
	5 – 10	-	4	8	3			
	11 – 15	-	-	9	7			
	16 – 20	2	-	2	1			
	Above 20	-	2	2	3			
3	Below 5	8	4	1	-	24.023	12	* .017
	5 – 10	2	12	1	-			
	11 – 15	7	7	2	-			
	16 – 20	3	-	1	1			
	Above 20	-	4	2	1			
4	Below 5	7	6	-	-	10.972	12	n.s .531
	5 – 10	6	7	1	1			
	11 – 15	11	3	-	2			
	16 – 20	2	3	-	2			
	Above 20	3	3	1	-			
5	Below 5	7	6	-	-	9.719	12	n.s .641
	5 – 10	10	4	1	-			
	11 – 15	10	5	-	1			
	16 – 20	2	3	-	1			
	Above 20	5	2	-	-			
6	Below 5	3	7	3	-	12.843	12	n.s .381
	5 – 10	2	4	7	2			
	11 – 15	7	5	4	-			
	16 – 20	1	2	1	1			
	Above 20	1	3	3	-			
7	Below 5	1	5	5	2	7.114	12	n.s .850
	5 – 10	4	5	5	1			
	11 – 15	3	2	7	4			
	16 – 20	-	1	3	1			
	Above 20	1	2	3	1			
8	Below 5	3	7	2	1	17.707	12	n.s .125
	5 – 10	4	3	6	2			
	11 – 15	6	2	6	2			

						X^2	df	
	16 – 20	6	2	6	2			
	Above 20	1	-	4	2			
9	Below 5	2	4	6	1	11.242	12	n.s .508
	5 – 10	3	4	7	1			
	11 – 15	3	5	5	3			
	16 – 20	-	4	1	-			
	Above 20	1	5	1	-			
10	Below 5	-	-	6	7	15.771	12	n.s .202
	5 – 10	1	2	8	4			
	11 – 15	-	-	4	12			
	16 – 20	-	-	1	4			
	Above 20	1	-	3	3			
11	Below 5	-	3	5	5	10.992	12	n.s .530
	5 – 10	2	4	6	3			
	11 – 15	1	-	8	7			
	16 – 20	1	-	2	2			
	Above 20	-	-	2	2			
12	Below 5	-	8	4	1	16.968	12	n.s .151
	5 – 10	3	8	3	1			
	11 – 15	8	3	2	3			
	16 – 20	2	1	1	1			
	Above 20	4	1	1	1			
13	Below 5	3	2	5	3	6.368	12	n.s .896
	5 – 10	3	4	3	5			
	11 – 15	3	3	4	6			
	16 – 20	-	-	2	3			
	Above 20	2	2	1	2			
14	Below 5	1	5	4	3	22.926	12	* .028
	5 – 10	2	2	9	2			
	11 – 15	4	9	2	1			
	16 – 20	1	-	3	1			
	Above 20	-	1	2	4			
15	Below 5	3	5	4	1	6.601	12	n.s .883
	5 – 10	2	5	5	3			
	11 – 15	3	4	4	5			
	16 – 20	1	1	2	1			
	Above 20	-	3	1	3			

Table 4 shows that only 3 items out of 15 had significant relationship with teachers' teaching experience. For item 2 (X^2 = 25.674; df = 12; p< .05); item

3 (X^2 = 24.023; df = 12; p< .05) and item 14 (X^2 = 22.926; df = 12; p< .05). The remaining 12 items show no significant relationship between teachers' perception and their teaching experience (p>.05).

On the basis of this finding, hypothesis 3 is not rejected. This implies that there is no significant relationship between teachers' teaching experience and their perception on factors influencing teachers' use of the internet for English language teaching.

Discussion

English Language Teachers' Perception of Factors Influencing the Use of Internet in English Language Classroom

The result of the statistics taken on this aspect showed that the teachers perceived lack of internet facilities, teachers' reluctance to adapt to use of internet, low morale of English language teachers, lack of language laboratories, overcrowded Classrooms, absence of modern software and poor interest in the use of internet are factors influencing the use of internet in English language teaching. However, they do not perceive irregular power supply, inadequate facilities to support full application of internet, the cost of purchasing internet facilities, the non-inclusion of internet programmes in teachers' training curriculum, lack of fund, fear of exposing too much information on the institution to the public and lack of power supply as factors influencing the use of internet in English language classroom teaching.

Teachers' Gender and their Perception of Factors Influencing the Use of Internet in English Language Classroom

The research revealed that the perception of male teachers does not differ from those of male teachers (p >.05), this is contrary to the submission of Yusuf (1998) and Olagunju (2008) and Ajayi &Ekundayo (2009)who found that there exists a significant difference between the male and female attitudes towards the use of internet.

Teachers' Qualification and their Perception of Factors Influencing the Use of Internet in English Language Classroom

The results also showed that teachers' qualification has no direct relationship with their perception of factors influencing internet use. For example, from Table 4.6 only items 1 and 10 showed significant relationship. For item (X^2 =

19.452; df 9; p < .05) and for item 10 (X^2 = 17.740; df 9; p < .05) while the rest 13 items were not significant. Even though Darling-Hammond (2000) was of the opinion that qualification of a teacher matters when it comes to effective teaching, but this has nothing to do with their perception of factors influencing internet use. According to the result of this finding, it is evident that qualification has nothing to do with perception of internet use since some individuals, old or young including those with lesser qualification such as low as primary pupils and secondary school students are internet compliant. Such facility can be accessed on cell phones and other electronic means.

Teachers' Teaching Experience and their Perception of Factors Influencing the Use of Internet in English Language Classroom

The findings of this study showed that there is no significant relationship between teachers' years of teaching experience and their perception of factors influencing the use of internet. Whereas on the surface, years of teaching experience is a factor that has a great potential in influencing the internet use in English language classroom. The foregoing was corroborated by National Centre for Education Statistics (2000) that teachers with fewer years of experience were more likely to use internet in their classes than teachers with more years of teaching experience.

Conclusion

It can be concluded from this study that internet is a good resource for the teaching and learning of English language in secondary schools. However, all the factors that may inhibit English language teachers from using internet facilities in the teaching and learning of English language should be properly addressed if the rich recourses provided by internet would be properly tapped for improved teaching and learning of English language especially in rural areas like Lagelu Local Government of Oyo State.

Recommendations

Based on the findings of this study, it is recommended that:

The government should endeavour to provide internet facilities in all the senior secondary schools including rural and urban areas for effective teaching and learning English. School administration should enlist the support of Parent Teacher Association (PTA) and other philanthropists in the purchase of computer gadgets and internet routers in the senior secondary

schools for effective teaching and learning of all aspects of English language in the schools in case the government failed to provide these facilities or where what was provided was inadequate. English teachers should be exposed to regular seminars, computer literacy and ICT workshops to keep them abreast of the use of internet instruction in English language.English teachers should make personal efforts to go for ICT training which will help them tremendously in the teaching of English language.

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