Teacher Awareness of, Attitude to and Use of ICT in English Language Classrooms in Ibadan North Local Government Area, Oyo State

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Abstract
This study investigated teacher awareness of, attitude to and use of Information and Communication Technology (ICT) in English language classrooms in Ibadan North Local Government Area of Oyo State. The study adopted the descriptive research design. Twenty (20) public senior secondary schools were randomly selected from forty-two (42) public secondary schools in Ibadan North Local Government Area of Oyo State. Simple random sampling technique was used to select two (2) SS II English language teachers from each school making a total of forty (40) teachers that participated in the study. Three research instruments were used for data collection: Teacher Awareness of Information and Communication Technology in English Language Classroom Questionnaire (r=0.76), Questionnaire on Teachers' Attitude to Information and Communication Technology in English Language Classroom (r=0.78) and Questionnaire on Teachers' Use of Information and Communication Technology in English Language Classrooms (r=0.81). Data collected were analysed using descriptive statistics of percentage, frequency count, mean and standard deviation. Findings of the study revealed that the level of teachers' awareness of ICT use in the teaching of English language was high. It also revealed that attitude of teachers to the use of ICT in the teaching of English language was positive and the extent to which teachers utilise ICT was low. Based on the findings, it is recommended that teachers of English language in secondary schools should be trained on how they can use ICT facilities to teach English language because its application in the teaching of English language has positive impacts on students' learning.

Keywords: Teachers' awareness, attitude, utilisation, ICT, English language

Introduction

English language, brought in by the colonial masters, plays a very significant role in the development of Nigeria. The teaching of English language became prominent at the turn of nineteenth century by the European missionaries and the freed African slaves who believed that the adoption of European cultures and values would save Africans from barbarism, ignorance, poverty and disease. Even, at the exit of the colonial masters, the country had adopted English language as the language of instruction and it is one of the most important heritages left behind by the colonial masters.

However, the results of English language at various levels of education, has shown that enough is not being done in the teaching and learning of the subject. The link between the English language proficiency of students and their academic achievement in other school subjects has been established by various authors such as Dogo, 2013; Fakeye, 2014; Jimoh, 2016. This means that significant improvement in their achievement in English language would have significant positive effect on their performance in other school subjects as well. This then establishes the fact that much has to be done in ensuring that students do well in English language. Logan (2001) observes that the adoption of Information Communication Technology (ICT) by educators and learners can offer the desired learning outcomes. In fact, the application of ICT to teaching and learning, among other measures, has been recommended as the solution to the problem of students' poor performance in English language (Kolawole and Olatunji, 2006; Lai, 2004).

As a way of addressing the problem of students' poor performance in English language, experts and many scholars in education have advocated the use of Information Communication Technology to improve English teachers' competence and pedagogical skills in order to improve students' English language (Anaekwe, 2003; Ajagbe, 2009). Although, scholars have carried out research on computer application and use of ICT for teaching and learning (Arosalafe, 2000), assessment of secondary school teachers' knowledge and use of ICT in English language instruction (Ajagbe, 2009), ICT-assisted instruction and student vocabulary achievement (Fakeye, 2006), using ICT in the teaching of English language: Some challenges to secondary school teachers of English (Olatunji, 2010) and assessment of the use of ICT in the teaching and learning of English language in senior secondary schools (Olatunji, 2019). All these studies identified the contributions of ICT to the teaching and learning of English language but with little emphasis on teachers' awareness of, attitude to and use of Information and Communication Technology (ICT) in English language classroom.

ICT is a term that covers all forms of computer and communication equipment and software used to create, store, transmit, interpret and manipulate information in its various formats (UQ, 2002). It has become so pervasive and vital in today's world that it is impossible to envision life in the 21st century without it. Towards the end of the 20th century and at the wake of the 21st century, it became apparent that national development depends on educational advancement which in turn depends on technological progress (Adeyanju, 1998; Akindolu, 2002). The development of ICT has broken all national and international barriers and turned the world into a global village, making information available for every day, anywhere, and at any time. ICT has been publicised as potentially powerful enabling tools for educational change and reform.

The use of ICT in the teaching of English language is one of the best and modern advances in language teaching, especially in its ability to assists the teacher to inculcate and strengthen the opportunities to attain the aims of language teaching. Recently, many academics and professionals get to know the significance of using several technological devices in the process of language instruction and learning. It has therefore become imperative for English Language teachers to be aware of the fundamental role of information and communication technology as a catalyst in the advancement of language acquisition as is a prerequisite for the viability of the global economic development. Gone were the days when the teaching of English was restricted to all that the teacher had to say to the learners, a

situation which made learners inactive in the teaching-learning situation. Young (2002) states that teachers, students, and overall technology use rely on how a teacher utilises the technology in the classroom to teach English language which forms the fundamental level before students proceed to higher level of education.

Machin (2006) asserts that ICT influences educational performance of secondary school students positively, especially in English language. Machin stresses that ICT leads to improvement in the attainment level of students in English language. Oyinloye (2007) asserts that ICT facilities are important to teachers and learners of English language, especially at the senior secondary school level because of the following: It helps the teacher to arouse the interest of the learners during English language lessons, it aids the teachers by shedding more light on the meaning of utterances made by the teacher, it helps learners to realise the correct articulation of sounds and it gives learners opportunity to listen to native speakers of English language without leaving Nigeria. The integration of ICT into the teaching and learning of English language in senior secondary school will make students concentrate more on the subject (Obiegbu, 2016).

In spite of the potentials of these technological tools, there is a big distance between availability and utilisations by many teachers. Teachers have to be properly exposed to ICT and become confident and willing users of the technology before they can use them. Albion and Ertmer (2002) suggest that the duration of exposure of teachers to ICT is crucial in alleviating the skills and anxiety level. They further argued that short term exposure to technology would be inadequate in equipping teachers with the necessary skills and knowledge for confident and masterful use of ICT. Educational planners should take heed of their findings. Brown and Warschauer (2006) note that teachers perform better in using ICT when they were well-grounded in the technology through workshops and training sessions that are of substantial duration.

There are many factors that hinder the full utilisation of ICT facilities in Nigerian secondary schools. Some of these factors are limited supply of ICT equipment to schools, underutilization of ICT resources where they are available. Under-utilisation is born out of a number of barriers such as lack of ICT support personnel, intermittent internet condition, absence of ICT-related projects, lack of teacher training programmes in ICT use and the nature of the curriculum are identified as some of the overarching impediments to ICT use. The absence of ICT equipment in most Nigerian secondary schools leads students to resort to cyber cafes for internet access (Adomi, 2012). The contemporary traditional teachers tend to be pessimistic in their perception and attitude towards change (Lawal, 2006). This pessimism can be attributed much to lack of awareness about ICT policies and the potential benefits of ICT as a tool for teaching and learning. Teachers' awareness is centered on their understanding, recognition and appreciation of the benefits woven around ICT in education and their inclination towards its adoption (Oladosu 2012).

Awareness is the general feeling or opinion of an individual about something (Oladosu, 2012). It is the controller of the actual behaviour of an individual consciously or unconsciously. Awareness is a part of cognitive structure people use to organise, systematise their experiences and behaviors. Okoli (2000) defines awareness as established mental set that a person uses to evaluate something as favourable or unfavourable. Okoli asserts that awareness can be inferred from overt behaviour both verbal and non-verbal which could be appropriate or inappropriate. Teachers' awareness of ICT is their opinion of acceptance or rejection of ICT as a tool for learning. For teachers to have the right awareness there should be a forum for teachers to develop their ICT skills.

Ochonogor (2003) notes that an attitude may be thought as an expression of a person's values which results from the influence of the environment, past and present acting upon the personality of an individual. This appears to prove that attitude of individual is learned and somewhat emotional pictures of his/her personality. Attitude can be measured by carefully accepting or rejecting opinions. It is the way of feeling, thinking or behaving towards something or event or a situation. Attitude is expressible in words or action which depicts one's positive or negative reaction towards something or a given situation (Mkpa, 2001). Obodo (2002) views attitude as a system of positive or negative evaluation of emotional feelings. Harbour-Peters (2005) asserts that attitude is a state that influences and modifies the individual choice of personal action. Attitude is very important in life because it determines the direction of activities (Ajzen, 2005).

The use of latest technologies in English language teaching has increased as well as the need for qualified teachers to instruct the students in the latest and recent ways. With the use of particular software, instructors have the opportunity to supervise the results of the students' works, the level achieved by each and the possibility to update their online documents such as notes, images, and videos. The use of ICT in education has started to appeal to the potential and significant progress in language learning. The impact of ICT on language teaching and learning has been acknowledged globally such that the integration of ICT in language learning has become indispensable in today's teaching learning environment.

The use of ICT facilities in the classroom situation at colleges and universities level entails that students should be conversant with ICT skills at the secondary school level before going to higher level, most especially that today lecturers use technologies in delivering the content of their lectures without being physically present in the class. Even, the Economic Commission for Africa has indicated that the ability to access and use information is no longer a luxury, but a necessity for development. Unfortunately, many developing countries especially in Africa are still low in ICT application and use (Onasanya, Shehu Ogunlade and Afuye, 2011).

Many studies have shown that teacher's awareness and attitude are strong determinants of students' learning outcomes in English language, Mathematics, Economics and Biology but these factors have not been significantly linked to the use of Information and Communication Technology at the senior secondary school level especially in Ibadan North Local Government Area of Oyo State. Therefore, this study

investigated teachers' awareness of, attitude to and use of Information and Communication Technology (ICT) in English language classroom in Ibadan North Local Government Area of Oyo State.

Statement of the Problem

English language is one of the compulsory subjects in the curriculum at all levels. Apart from the fact that it is the language of instruction for all other subjects, formal education gives opportunities to learners to learn English language. In spite of the importance attached to English language and the efforts being made to improve the teaching of the subject, students' performance in the subject is still very poor. As a way of addressing this problem, language experts and scholars in education have advocated the use of Information Communication Technology to improve teachers' competence and pedagogical skills and by implication to improve the teaching of English language. To this effect, studies have been carried out relating to the use of ICT in language teaching and learning. We have examples of Anaekwe,2003; Fakeye, 2006; Ajagbe, 2009 and Olatunji, 2019) among others. All these studies came up with good contributions to the teaching and learning of English language especially in secondary schools but with less emphasis on teachers' awareness of, attitude to and use of Information and Communication Technology (ICT) in English language classrooms. Therefore, this study investigated teachers' awareness of, attitude to and use of Information and Communication Technology (ICT) in English language classroom in Ibadan North Local Government Area of Oyo State.

Research Question

The following questions guided the study:

1. Are English teachers aware of ICT use for the teaching of English Language?
2. What is the attitude of teachers to the use of ICT in teaching English Language?
3. To what extent do teachers use ICT in the teaching of English Language?

Significance of the Study

This study revealed the state of teachers of English as far as the use of Information and Communication Technology (ICT) is concerned in English language classroom in Ibadan North Local Government Area of Oyo State. Through the findings of this study, English teachers can utilize the ICT in enhancing their teaching of the subject. Thereafter, students would stop failing English language as their performances improve. Finally, the objectives of teaching and learning English language in the curriculum will be achieved.

Methodology

The study adopted the descriptive research design. Twenty (20) public secondary schools were randomly selected from forty-two (42) public secondary schools in Ibadan North Local Government Area of Oyo State. Simple random sampling technique was used to select two (2) SS II English language teachers from each school making a total of forty (40) teachers. In all, a total number of forty (40) SS II English language teachers participated in the study. Three research instruments were used for data collection. They are: Teachers' Awareness of Information and Communication Technology in English Language Classroom Questionnaire (r=0.76), Questionnaire on Teachers' Attitude to Information and Communication Technology in English Language Classroom (r=0.78) and Questionnaire on Teachers' Use of Information and Communication Technology in English Language Classroom (r=0.81). Data collection lasted three weeks while data collected were analysed using descriptive statistics of percentage, frequency count, mean and standard deviation.

Research Question One: What is the level of teachers' awareness of ICT use for the teaching of English language?

Table 1: Teachers' awareness of ICT use for the teaching of English language

S/N	Items	SA	A	D	SD	Mean	St. D.
1	The use of Information Communication Technology (ICT) promotes learning of English language	20 (50%)	17 (42.5%)	3 (7.5%)	-	3.42	.635
2	I know that using Information Communication Technology in English language classroom can be time consuming	12 (30%)	19 (47.5%)	6 (15%)	3 (7.5%)	3.00	.877
3	The use of Information Communication Technology makes students to participate actively in English language instruction	21 (52.5%)	18 (45%)	1 (2.5%)	-	3.50	.554
4	Using Information Communication Technology (ICT) in learning English language increases students' interest in the subject	20 (50%)	19 (47.5%)	-	1 (2.5%)	3.45	.638
5	Using Information Communication Technology (ICT) in teaching English language enables students to learn the subject very fast.	20 (50%)	17 (42.5%)	2 (5%)	1 (2.5%)	3.40	.708
6	The use of Information Communication Technology (ICT) in English language instruction is objective in improving students' performance in the subject.	17 (42.5%)	11 (27.5%)	3 (7.5%)	9 (22.5%)	2.90	1.194
7	Using Information Communication Technology (ICT) in teaching English language can foster future learning that is expected to occur in English language.	13 (32.5%)	19 (47.5%)	4 (10%)	4 (10%)	3.02	.919
8	The use of Information Communication Technology (ICT) makes students learn new vocabularies	24 (60%)	16 (40%)	-	-	3.60	.496
9	Using Information Communication Technology in teaching English stimulates students' ability to think very fast	24 (60%)	16 (40%)	-	-	3.60	.496
10	The use of Information Communication Technology in English language instruction facilitate the development of students' competence in writing	22 (55%)	11 (27.5%)	2 (5%)	5 (12.5%)	3.25	1.031
11	The use of Information Communication Technology in English language instruction develop students' speaking ability	19 (47.5%)	17 (42.5%)	2 (5%)	2 (5%)	3.32	.797
12	I am aware that using Information Communication Technology in English language classroom makes students acquire a wide range of ideas about their work in English language	21 (52.5%)	18 (45%)	-	1 (2.5%)	3.47	.640
13	I understand that the use of Information Communication Technology in English language classroom enables students to become more aware of their strength in the English language.	20 (50%)	11 (27.5%)	4 (10%)	5 (12.5%)	3.15	1.051
14	I am aware that using Information Communication Technology in English language classroom makes students to be more aware of their problems in the subject.	20 (50%)	15 (37.5%)	2 (5%)	3 (7.5%)	3.30	.882
15	I am also aware that the use of Information Communication Technology in English language classroom can make the students to be lazy.	21 (52.5%)	13 (32.5%)	4 (10%)	2 (5%)	3.32	.858
	Standard Mean = 2.50; Weighted Mean=					**3.31**	

Table 1 shows teachers' awareness of ICT use for the teaching of English language as revealed by the descriptive analysis of the responses of the respondents to the set items. The results indicates that majority (92.5%) of the respondents agreed that the use of information communication technology (ICT) promotes learning of English language, majority (77.5%) of the respondents agreed the use of information communication technology in English language classroom is time consuming, majority (97.5%) of the respondents agreed that the use of information communication technology makes students to participate actively in English language instruction , majority (97.5%) of the respondents agreed that using information communication technology (ICT) in learning English language increases students' interest in the subject , majority (92.5%) of the respondents agreed that using information communication technology (ICT) in teaching English language enables students to learn the subject very fast, majority (70%) of the respondents agreed that the use of information communication technology (ICT) in English language instruction is not objective in improving students' performance in the subject, majority (80.5%) of the respondents agreed that using information communication technology (ICT) in teaching English language does not foster future learning that is expected to occur in English language , all (100%) of the respondents agreed that the use of information communication technology (ICT) makes

students learn new vocabularies, all (100%) of the respondents agreed that using information communication technology in teaching English stimulates students' ability to think very fast , majority (82.5%) of the respondents agreed that the use of information communication technology in English language instruction does not facilitate the development of students' competence in writing, majority (90.5%) of the respondents agreed that the use of information communication technology in English language instruction develop students' speaking ability , majority (92.5%) of the respondents agreed that using information communication technology in English language classroom makes students acquire a wide range of ideas about their work in English language, majority (77.5%) of the respondents agreed that the use of information communication technology in English language classroom enables students to become more aware of their strength in the English language , majority (87.5%) of the respondents agreed that using information communication technology in English language classroom does not make students to be more aware of their problems in the subject. , majority (85%) of the respondents agreed that the use of information communication technology in English language classroom makes one to be lazy. In conclusion, the weighted mean of 3.31 against the threshold of 2.50 implies that the level of teachers' awareness of ICT use for the teaching of English language was high.

Research Question Two: What is the attitude of teachers to the use of ICT in the teaching of English language?

Table 2: The attitude of teachers to the use of ICT in the teaching of English language

S/N	Items	SA	A	D	SD	Mean	St. D.
1	I find the use of Information Communication Technology important for students' performance in English language	24 (60%)	14 (35%)	2 (5%)	-	3.55	.597
2	The use of Information Communication Technology improves students' performance in English language	14 (35%)	25 (62.5%)	1 (2.5%)	-	3.32	.525
3	I like the use of Information Communication Technology in English language classroom because it makes students to read books	17 (42.5%)	19 (47.5%)	2 (5%)	2 (5%)	3.27	.784
4	I dislike the use of Information Communication Technology in English language classroom because it makes students to be lazy.	16 (40%)	5 (12.5%)	7 (17.5%)	12 (30%)	2.62	1.29 4
5	I like the use of Information Communication Technology because it increase students' readiness to learn English language	14 (35%)	24 (60%)	-	2 (5%)	3.25	.707
6	I hate the use of Information Communication Technology because it is difficult to use it in teaching English language	31 (77.5%)	8 (20%)	-	1 (2.5%)	3.72	.598
7	I don't like the use of Information Communication Technology in English language instruction because it does not make students to be ready to learn	25 (62.5%)	10 (25%)	3 (7.5%)	2 (5%)	3.45	.845
8	I only use Information Communication Technology to teach English language for students to pass examinations.	11 (27.5%)	22 (55%)	3 (7.5%)	4 (10%)	3.00	.877
9	Using Information Communication Technology to teach English Language can be a boring activity	18 (45%)	15 (37.5%)	5 (12.5%)	2 (5%)	3.22	.861
10	I like the use of Information Communication Technology in teaching English language because it improves students' performance in English language.	30 (75%)	2 (5%)	4 (10%)	4 (10%)	3.45	1.03
11	I dislike the use of Information Communication Technology in English language classroom because there is no good reason for using it to teach English language.	24 (60%)	10 (25%)	5 (12.5%)	1 (2.5%)	3.42	.812
12	Information Communication Technology is not easy to teach English language	15 (37.5%)	16 (40%)	6 (15%)	3 (7.5%)	3.07	.916
13	The use of Information Communication Technology in English language classroom makes student to like English language.	11 (27.5%)	22 (55%)	4 (10%)	3 (7.5%)	3.02	.831
14	There is no conductive environment to use Information Communication Technology to teach English language.	27 (67.5%)	9 (22.5%)	1 (2.5%)	3 (7.5%)	3.50	.877
15	I find Information Communication Technology beneficial to the teaching and learning of English language.	11 (27.5%)	26 (65%)	1 (2.5%)	2 (5%)	3.15	.699
	Standard Mean = 2.50; Weighted Mean= 3.27						

Table 2 shows the attitude of teachers to the use of ICT in the teaching of English language, as revealed by the descriptive analysis of the responses of the respondents to the set items. The results indicates that majority (95%) agreed that they find the use of information communication technology important for students' performance in English language, majority (97.5%) agreed that the use of information communication technology improves students' performance in English language, majority (90%) agreed that they like the use of information communication technology in English language classroom because it makes students to read books, majority (52.5%) agreed that they dislike the use of information communication technology in English language classroom because it makes students to be lazy, majority (95%) agreed that they like the use of information communication technology because it increase students' readiness to learn English language, majority (97.5%) agreed that they hate the use of information communication technology because it is difficult to use in teaching English language, majority (87.5%) agreed that they do not like the use of information communication technology in English language instruction because it does not make students to be ready to learn, majority (82.5%) agreed that they only use information communication technology to teach English language for students to pass examinations.

Also, 82.5% agreed that using information communication technology to teach English language can be a boring activity, majority (80%) agreed that they like the use of information communication technology in teaching English language because it improves students' performance in English language, majority (85%) agreed they dislike the use of information communication technology in English language classroom because there is no good reason for using it to teach English language, majority (77.5%) agreed that information communication technology is not easy to teach English language, majority (82.5%) agreed that the use of information communication technology in English language classroom makes student to like English language, majority (90%) agreed that there is no conductive environment to use information communication technology to teach English language, majority (92%) agreed that they find information communication technology beneficial to the teaching and learning of English language. In conclusion, the weighted mean of 3.27 against the threshold of 2.50 implies that attitude of teachers to the use of ICT in the teaching of English language was positive.

Research Question Three: To what extent do teachers utilise ICT in teaching English language?
Table 3: Teachers' Use of ICT in teaching English language

S/N	Items	Always	Sometimes	Rarely	Never	Mean	St. D.
1	I make use of Information Communication Technology in my English language classroom	4 (10%)	10 (25%)	14 (35%)	12 (30%)	2.15	.975
2	I can use Information Communication Technology to teach English language	5 (12.5%)	8 (20%)	19 (47.5%)	8 (20%)	2.25	.926
3	I use Information Communication Technology to make students read books	2 (5%)	5 (12.5%)	20 (50%)	13 (32.5%)	1.90	.810
4	I use Information Communication Technology to improve my students' speaking competence.	1 (2.5%)	5 (12.5%)	14 (35%)	20 (50%)	1.67	.797
5	I use Information Communication Technology to increase my students' readiness to learn English language	10 (25%)	8 (20%)	13 (32.5%)	9 (22.5%)	2.47	1.109
6	I enjoy using Information Communication Technology to teach English language	7 (17.5%)	9 (22.5%)	15 (37.5%)	9 (22.5%)	2.35	1.026
7	I use Information Communication Technology to make my students learn English language very fast	6 (15%)	7 (17.5%)	19 (47.5%)	8 (20%)	2.27	.960
8	I use Information Communication Technolo gy to teach English language so that my students can pass the examinations	3 (7.5%)	5 (12.5%)	21 (52.5%)	11 (27.5%)	2.00	.847
9	I make a lot of mistake when using Information Communication Technology to teach English language.	11 (27.5%)	20 (50%)	7 (17.5%)	2 (5%)	3.00	.816
10	I find using Information Communication Technology is not easy to teach English language.	19 (47.5%)	14 (35%)	5 (12.5%)	2 (5%)	3.25	.869
	Standard Mean = 2.50; Weighted Mean= 2.33						

Table 4 shows the extent to which teachers use ICT in teaching English language, as revealed by the descriptive analysis of the responses of the respondents to the set items. the results indicate that majority (35%) of the respondents rarely made use of information communication technology in their English language classroom, majority (47.5%) of the respondents could rarely use information communication technology to teach English language, majority (50%) of the respondents rarely used information communication technology to make students read books, majority (50%) of the respondents never used information communication technology to improve their students' speaking competence, majority (32.5%) of the respondents rarely used information communication technology to increase my students' readiness to learn English language, majority (37.5%) of the respondents rarely enjoyed using information communication technology to teach English language, majority (47.5%) of the respondents rarely used information communication technology to make students learn English language very fast, majority (52%) of the respondents rarely used information communication technology to teach English language for students to pass examinations, majority (50%) of the respondents sometimes made a lot of mistake when using information communication technology to teach English language, majority (47.5%) of the respondents always found using information communication technology not easy to teach English language. in conclusion, the weighted mean of 2.33 against the threshold of 2.50 implies that the extent to which teachers utilise ICT in teaching English language was low.

Discussion of Findings

This study revealed teachers' awareness of ICT use for the teaching of English language was high. This finding of the study is similar to that of Moganashwari (2013) who found that teachers' awareness of ICT use for the teaching of English language was high. It is however against the findings of Li, Kazi, Abduljalil and Ahmad (2014) and Bindu (2017) who found that in their separate study that ICT awareness of teachers was at the average.

The study revealed that attitude of teachers to the use of ICT in the teaching of English language was positive. This finding is also in line with Obiegbu (2016) who found that teachers had positive attitude to the use of ICT in teaching, but it is against Adeniyi (2007) who revealed that teachers had negative attitude towards the use of ICT in teaching English language.

The study revealed the extent to which teachers use ICT in teaching English language was low. This finding is similar to the study of Kolawole and Olatunji (2006) who found that a few of the teachers are knowledgeable in the use of some ICT facilities even though some of the schools had adequate facilities to promote the use of ICT facilities and did not use the facilities. This is against the finding of Tinio (2010) who discovered that the extent to which teachers use ICT in teaching English language was high.

Conclusion

The study has shown that the use of ICT in teaching English language could be enhanced by teachers' awareness of and attitude to ICT. Based on the findings, this study has provided a better understanding of teachers' awareness of, attitude to and use of Information and Communication Technology (ICT) in English language classrooms in Ibadan North Local Government Area of Oyo State.

Recommendations

Based on the findings of this study, it is recommended that teachers of English language in secondary schools should be trained on how they can use ICT facilities to teach English language because its application in the teaching of English language has positive impacts on students' learning. Curriculum planners should provide instructional designs that are ICT based. Government should provide ICT facilities and ensure regular power supply to power these gadgets for teaching and learning of English language. Teachers should see ICT as a teaching platform that can make the teaching and learning of English language easy rather than having a wrong impression that it wastes time and resources.

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