**TEACHERS’ AND STUDENTS’ DISPOSITION TO THE USE OF DIGITAL TOOLS IN ENGLISH LANGUAGE INSTRUCTION IN SELECTED SENIOR SECONDARY SCHOOLS IN IBADAN METROPOLIS, NIGERIA**

**ABSTRACT**

This study investigated the disposition of secondary school teachers and students to the use of digital tools in English Language instruction in Ibadan South West Local Government. Area, Nigeria. The study adopted the survey research design. All the 10 English language teachers teaching SS2 in the selected schools were enumerated. Also, 50 SS2 students from each school were randomly selected making a totality of 500 students. The instruments used were Teacher Disposition to the Use of Digital Tools in English Language Instruction Questionnaire( r=0.82) and Student Disposition to the Use of Digital Tools in English Language Instruction Questionnaire(r=0.77) Data collected were analysed using mean, standard deviation, percentage and frequency counts. Finding revealed that English language teachers demonstrated high disposition to the usage of digital tools with a weighted average of 2.82, against the threshold of 2.50. It further revealed high disposition of students towards the integration of digital tools in English Language instruction with a mean of 2.78, against the threshold of 2.50. Based on the findings, the study recommended that teachers of English Language should attend capacity building workshops on the use of digital tools in their lessons from time, while students should be helped to appreciate the use of digital tools in their lessons from time to time.

**Keywords:** Digital tools, English language instruction, Disposition. Teachers, Students

**Introduction**

The imperativeness of the English language teaching and learning cannot be overemphasized: it has emerged as the global lingua franca, permeating every facet of academic, professional, and social spheres. As such, a strong command of the English language has become an indispensable skill for students to cultivate and excel in their studies in all levels of education. The compulsion of English language teaching and learning at all levels of education system must be taken seriously as it will enhance appropriate use of the language and influence, to a larger extent, successes in other school subjects. Proficiency in English unlocks a wealth of educational and career opportunities for students. As the primary language of academic publishing, scientific research, and online information, fluency in English grants students direct access to a vast repository of knowledge and resources which will enable them to thrive in the 21st century global landscape. This access allows them to stay informed, engage in intellectual discourses, develop a deeper understanding of the world, and unlock a world of opportunities for students thereby leading to the cultivation of a globally adaptable workforce posed to drive innovation and progress in the years to come.

The integration of digital tools has become increasingly crucial in the effective teaching and learning of the English language. In the modern educational terrain where technology infiltrates every aspect of our lives, the incorporation of digital resources can significantly enhance the learning experience for students. One key advantage of using digital tools is the ability to cater to diverse learning styles. (Owoeye 2014). Interactive multimedia content, such as videos, animations, and simulations, can engage visual and kinesthetic learners, while audio resources can support auditory learners. This multi-modal approach helps to accommodate the varying needs of students, ensuring that the content is accessible and engaging for all.

Moreover, digital tools offer unprecedented opportunities for personalized learning. Adaptive learning platforms can assess a student's progress and tailor the content and pace of instruction accordingly. This allows for a more targeted and efficient learning process where students can focus on areas that require more attention, while accelerating in subjects they have already mastered. Furthermore, the integration of digital tools enables seamless collaboration and communication between teachers and students. (Opeibi 2016).

Teachers' disposition towards digital tools is influenced by their familiarity with technology, perceived utility, and the level of institutional support. Many educators recognize the potential benefits of digital tools in enhancing language instruction. Digital platforms can make lessons more engaging and cater to diverse learning styles through multimedia resources such as videos, audio clips, and interactive quizzes. These tools can facilitate better understanding and retention of language concepts. Teachers who are comfortable with technology and have received adequate training tend to have a positive outlook on incorporating digital tools into their classrooms. They appreciate how these tools can streamline lesson planning, provide instant feedback, and foster collaborative learning environments.

However, some teachers face significant challenges that affect their perception toward digital tools. A primary concern is the lack of training and professional development opportunities. Teachers who are not confident in their technological skills may feel overwhelmed and hesitant to integrate digital tools into their instruction. Additionally, insufficient infrastructure, such as limited access to computers or unreliable internet connectivity can impede the effective use of digital tools. The support from the educational institution, including technical assistance and resource availability plays a crucial role in shaping teachers' attitudes. Without adequate support, even tech-savvy teachers might struggle to utilize digital tools effectively. (Jowith 2014)

Students' attitudes towards digital tools in English language instruction are generally positive, especially among younger learners who are more accustomed to technology in their daily lives. Digital tools can significantly enhance student engagement and motivation by making learning more interactive and enjoyable. Features like gamified learning experiences, interactive activities, and immediate feedback can foster a more engaging learning environment. Students often show a greater willingness to participate and exert effort when lessons are interactive and captivating, leading to improved language skills and academic performance. Despite the general positivity, some students face challenges that affect their disposition towards digital tools. For instance, students with limited access to technology at home may feel disadvantaged compared to their peers. Additionally, some students might struggle with navigating digital platforms or become easily distracted by non-educational content online. These challenges underscore the need for support and guidance to ensure all students can effectively use digital tools for learning. To promote a positive disposition towards digital tools among teachers and students, several strategies can be implemented. Providing comprehensive training and ongoing professional development for teachers is essential to build their confidence and competence in using digital tools. This includes training on integrating technology into teaching practices and troubleshooting common technical issues. Ensuring access to necessary resources, such as reliable internet, devices, and technical support, is also critical. Schools should invest in the infrastructure needed to support digital learning environments. Supporting students in using digital tools effectively is equally important. Offering tutorials help desks, and peer support programs can enhance students' ability to navigate and utilize digital platforms. Moreover, developing high-quality digital content that is interactive and engaging can motivate students and improve their learning experience. Incorporating elements of gamification, multimedia, and real-world applications can make lessons more appealing and effective.

The implementation of digital tools in teaching English language is rapidly expanding in many countries and is now seen worldwide as both a necessity and an opportunity for improving and enhancing the education offered to citizens across the globe. (UNESCO, 2006 and 222 respectively). The introduction of computer technologies to teaching and learning which occurred decades ago has accelerated the innovation of digital tools in classroom business. In English language teaching and learning, the incessant proliferation of digital tools and media is encouraging many of language teachers to rethink their subject development and classroom strategies. The adoption of these exciting novel tools has grafted digital elements onto the traditional classroom methods and also uncovers many of the basic traditional pedagogy.

The use of social networks such as Twitter, Facebook, Instagram, to name just a few, has become an everyday thing for users belonging to any age, social or professional group in order to maintain contact with friends and acquaintances or to be informed of any event that occurs worldwide. However, not only can these media be useful in our daily lives, but they can also be used for pedagogical purposes such as facilitating the teaching and learning of the English language (Liu et al., 2015).

Digital tools have the inherent ability to captivate the attention of learners through gamification, multimedia content, and interactive features. Platforms like Duolingo employ gamified elements to make language teaching enjoyable, motivating students to consistently engage with the material Digital tools have the inherent ability to captivate the attention of learners through gamification, multimedia content, and interactive features. Platforms like Duolingo employ gamified elements to make language teaching enjoyable, motivating students to consistently engage with the materials.

Text Corpus which is a language teaching tool is a large and structured set of texts. It is basically useful for teachers and students in that it helps to do statistical analyses, hypotheses testing, checking occurrences or validating linguistic rules within a specified language territory. (Marasek, 2016). This tool has the inherent ability to check grammatical errors in a text which will in turn instill some bits of language use assessment unto the students.

**Statement of Problem**

There has been a rapid integration of digital tools in the field of education across the world. In Nigeria, little is known and explored about digital tools and its workability in the classroom condition. The global trends towards an increasing integration of digital tools in education makes it imperative to create awareness among the key educators-teachers and learners. Since it is well established that digital tools in the delivery of English language curriculum enhances teaching and learning experience (Bach, 2010), it seems that teachers and students at senior secondary school level are either oblivious of the dynamics of these digital tools or are in short supply of the resources involved in its usages. This study, therefore, investigated the disposition and awareness of English language teachers and students in selected senior secondary schools in Ibadan South West Local Government.

**Objective of the Study**

The objectives of the study are to:

1. Investigate the disposition of English language teachers towards integrating digital tools into their instructional practices
2. Examine the disposition of students to the use of digital tools in the English language learning

**Research Questions**

This study answered the following research questions:

1. What is the disposition of English Language teachers towards the integration of digital tools in their instructions?
2. What is the disposition of students to the use of digital tools?

**Scope of the Study**

The study explored the disposition of teachers and students on the use of digital tools in English language instruction in Ibadan South West Local Government. It covered 10 teachers and 500 students from 10 randomly selected senior secondary schools in the local government area.

**Significance of the Study**

The findings and recommendations of this study would be of invaluable benefits to many players and stakeholders in the education sector in Nigeria. The findings and recommendations would be of particular importance to teachers of English language in secondary schools in Nigeria who may benefit from more effective use of technology in the classes. Equally, the administrators in the secondary schools may learn the value and benefit of investing in various digital tools in teaching of English language and the critical role of having effective ICT policies in the secondary schools for their effective use. Those who develop digital contents to use in teaching and learning of English language may get valuable insights on how to tailor digital resources to the particular needs of the students and other nuanced realities of use of technology in teaching and learning. The Nigerian Educational Research Development Council (NERDC) may benefit from the findings and recommendations of the study in respect to production of quality digital resources for effective use in classroom set up. In addition, they will gain insights on how to direct curriculum development in respect to English language to accommodate use of technology and police production of digital contents and avert the growing trend where there is proliferation of poor quality digital content that is at variance with classroom and lesson realities. Future scholars cum researchers interested in the area of digital tools in teaching and learning of English language may find this study a valuable reference point.

**Literature Review**

Hussain (2010) investigated the effectiveness if digital tools based learning style on students in secondary schools, particularly in English language. The purpose of his study was to investigate the impacts if digital tools in the teaching environment on students’ achievements of students who recieved and those who did not receive digital tools enabled instruction according to their performance on both pre-test and post-test. The results revealed that both high-achievers and low achievers of the experimental group showed significant difference in the mean score. This shows that event low achievers benefitted from the use of digital tools in English language lessons. The researcher recommended that digital enhanced teaching environments should be used to enhance students’ learning and that IT should be part of the secondary schools’ curriculum.

Also, Abu Naba’h (2009) investigated the same with grammar as an important element in the language competence of high school students. The purpose was to see if there were any statistically differences between students’ performance mean scores from two different teaching and learning environments including both a conventional setting and a computerized one. Results show that there statistically significant differences in the achievement mean scores between the experimental group who studied grammar using digital tools and the the control group who received grammar lessons through traditionanal instruction. The difference in score was attributed to the experiment. The researcher’s possible explanation for the positive effect of digital tools on students’ achievement was that digital tools enabled each individual to work according to their own pace.

Another research conducted by Joyce (2008) on the effectiveness of digital tools based instruction on the English language of senior secondary school students. The researcher compared students’ acquisition of English sryctyres baswed on the mode of instruction. That is, digital tools based one versus traditional teacher-directed instruction.the purpose of the study was to determine whether there was a significant difference in the acquisition of a given grammar structure between students taught in a teacher directed instruction and students taught in a digital-aided environment. The results show that digital digital based grammar instruction is at least as effective as, and in some cases more effective than teacher-directed grammar instruction. Analysis revealed a significant difference between groups on the open-ended and fill-in-the-blank immediate post-tests but no significant differences were found between groups for the multiple choice post-tests. The conclusion was that digital based instruction supported specific features of the language.

Chien (2004) found that digital tools had influenced on both students’ and teachers’ disposition towards formal curriculum. Ghavifekr and Rosdy (2015) conducted a study that analyzed teachers’ dispositions and attitude on effectiveness of digital tools integration to support classroom teaching and learning. The study found that teachers’ disposition on the need and benefits of digital tools was the overriding factor for its use in classrooms.

Studies done in Kenya have stridently reported contradicting findings on beliefs of the teachers in use of technology and some clarity was required. Studies done in Nigeria have stridently reported contradicting findings on beliefs of the teachers in use of technology and some clarity was required.

A study by Zhang (2013) found that teachers in China had positive attitude towards use of technology in teaching English to second language learners. Teachers should also possess positive disposition towards use of these tools, a believe that technology is important, skills to control technology, skills to handle the software and hardware, and skills in selection of the right tools for teaching and learning in specific contexts (Afshari, 2009; Awouter & Jans, 2008). Competence in use of technological tools is one of the factors causing and influencing disposition of teachers as was investigated by this study.

Some studies have investigated the factors that make teachers averse to use of digital tools in classroom teaching and learning. For example, Mansour and Mupinga (2007) reported that some teachers avoid use of digital resources because they take away control of lessons from them. The study found that most of the teacher’s wish is to retain complete tactical control of the classes and perceive technology as coming in the way of this objective by shifting the control to the learners and technology.

**METHODOLOGY**

This study adopted the survey design because it allows data to be collected from a sample with the aim of discovering the relationship or interactions (among variables) that existed between the independent and dependent variables in order to answer the research questions. The population of this study comprised all students and teachers in selected senior secondary schools in Ibadan South West Local Government, Ibadan, Oyo State, Nigeria. In selecting the participants, Ibadan South West Local Government was randomly selected in Ibadan metropolis. From Ibadan South West Local Government, 10 senior secondary schools were randomly selected. All the English language teachers teaching SS2 in the selected schools were enumerated. Also, 50 SS2 students from each school were randomly selected making a totality of 500 students. In all, 10 English language teachers and five hundred SS2 students participated in the research. The research instrument for this study were Teachers’ Disposition to the Use of Digital tools Questionnaire(r=0.82) and Students’ Disposition to the Use of Digital Tools Questionnaire(r=0.77). The questionnaires were administered with the help of trained research assistants. The data collected in the study were analyzed using mean, standard deviation, percentage and frequency count for the analysis of the research questions.

**RESULTS**

**Research Questions 1:** What is the disposition of English Language teachers towards the integration of digital tools in their instructions**?**

**Table 1: Mean Response of English Teachers’ Disposition to Integration of Digital Tools in Their Classroom Instructions**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sn** | **Items** | **SA** | **A** | **D** | **SD** | **x̄** | **Std.** |
| 1 | I like using digital tools in my teaching help me to be independent. | 1  10.0 | 6  60.0 | 1  10.0 | 2  20.0 | 2.60 | .966 |
| 2 | I like using digital tools in my class help me to be self-sufficient. | 2  20.0 | 5  50.0 | 3  30.0 | 0  0.0 | 2.90 | .738 |
| 3 | I like using digital tools have improved my teaching. | 2  20.0 | 6  60.0 | 0  0.0 | 2  20.0 | 2.80 | 1.033 |
| 4 | I like using digital tools enhance my classroom instruction. | 4  40.0 | 4  40.0 | 0  0.0 | 2  20.0 | 3.00 | 1.155 |
| 5 | I like using digital tools help me simplify my works. | 1  10.0 | 6  60.0 | 1  10.0 | 2  20.0 | 2.60 | .966 |
| **Weighted Average: 2.78. Threshold: 2.5** | | | | | | | |

Table 1 revealed the mean response of the disposition of English Language teachers towards the integration of digital tools in their instructions. It has a weighted average of 2.78 as against the threshold of 2.5. By implication, English Language teachers demonstrate positive disposition to the integration of digital tools in their instructions.

**Research question 4: What is the Level of Students’ Disposition to Digital Tools?**

**Table 2: Mean Response of English Language Students’ Disposition to Digital Tools**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sn** | **Items** | **SA** | **A** | **D** | **SD** | **x̄** | **Std.** |
| 1 | I am familiar with digital tools that are used in learning English language | 327  65.4 | 110  22.0 | 43  8.6 | 20  4.0 | 3.49 | .814 |
| 2 | Digital tools helped me to understand topics in English | 241  48.2 | 147  29.4 | 45  9.0 | 67  13.4 | 3.12 | 1.046 |
| 3 | I use poem viewer for close reading of poem | 200  40.0 | 134  26.8 | 95  19.0 | 71  14.2 | 2.93 | 1.075 |
| 4 | I am familiar with all the tools used in learning English language | 232  46.4 | 135  27.0 | 68  13.6 | 65  13.0 | 3.07 | 1.057 |
| 5 | Digital tools operations have helped my knowledge of the English language | 185  37.0 | 212  42.4 | 79  15.8 | 24  4.8 | 3.12 | .841 |
| **Weighted Average: 2.63. Threshold: 2.5** | | | | | | | |

Table 2 revealed the mean response of the disposition of English Language students to digital tools in their instructions. It has a weighted average of 2.63 as against the threshold of 2.5. By implication, English Language students demonstrate positive disposition to the integration of digital tools in their instructions

**Discussion of Findings**

**The disposition of English Language teachers towards the integration of digital tools in their instructions**

The third research question revealed that English Language teachers demonstrate positive disposition to the integration of digital tools in their instructions. It means many teachers like using digital tools in their class. It has helped them to be independent, self-sufficient, improve their teaching, simplify their work and enhance classroom instruction. Contradicting to the findings, Kaston (2011) concluded that majority of teachers' attitudes measured is low as they are usually unwilling to be interrupted by any device that will take them into a new section of usage training.

**Students’ Disposition to Digital Tools**

The fourth research question revealed that English Language students demonstrate positive disposition to the integration of digital tools in their instructions. It means many students are familiar with digital tools used in learning English language and digital tools help them to understand topics in English.

Studies has showed that Students' disposition towards digital tools in English language instruction are generally positive, especially among younger learners who are more accustomed to technology in their daily lives. For instance, Students often show a greater willingness to participate and exert effort when lessons are interactive and captivating, leading to improved language skills and academic performance. Despite the general positivity, some students face challenges that affect their disposition towards digital. Graft (2015) concluded from the foregoing that despite the students' familiarity with few of this tools owing to the computer age we are, there disposition to the use of these tools is still very poor because of scores of challenges its implementation comes with.

**Conclusion**

This study sought to ascertain the disposition of teachers and students in senior secondary schools in Ibadan South West Local Government. Based on the results of the research on teachers’ and students' dispositions to the use of digital tools in teaching and learning the English Language in senior secondary schools in Ibadan South-West Local Government Area, there is still much to be done in developing the trend of digital tools in education in Nigeria in terms of awareness creation, researches, integration into the curriculum and provision of technical support as findings from this research reveal that full integration of digital tools can improve the students' performance and results competence if necessary steps are taken.

**Recommendation**

School management body should establish a Digital Support Center in their schools that will provide awareness, and support education in digital education and application. Schools should organize digital training workshops for their teachers to encourage them. Students should be helped to appreciate the use of digital tools by actively engaging them to use it in and out English classes. More time should be allocated to teaching the students how to relate with digital tools for the purpose of academics.

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