

INSTRUCTORS' PERCEPTIONS AND INSTITUTIONAL SUPPORT INFRASTRUCTURE ON THE USE OF TECHNOLOGY IN LANGUAGE TEACHING¹

Evelyn MBAH; Ifeoma ONAH; *Ndubuisi AHAMEFULA & Modesta ILOENE

* ndubuisi.ahamefula@unn.edu.ng

Department of Linguistics, Igbo and Other Nigerian Languages, University of Nigeria, Nsukka

Abstract

This study has dual aim of investigating the language teachers' opinions on the utilisation of technology and examining the availability of institutional technology support infrastructure for teaching languages in the University of Nigeria. Specifically, the study seeks to 1. Determine the language teachers' awareness of the types of technologies available for language teaching, 2, examine the extent of language teachers' access to available technology, 3, identify the challenges teachers face in their use of technology in language teaching, 4, investigate the extent of production and distribution of technology-based language resource materials, and 5, find out the extent of institutional support technology infrastructure available for language teaching. In order to achieve the stated objectives, a 4-point Likert types of questionnaire was administered and subsequently, oral interview was used to the respondents to elicit information. The participants were sixty in number; forty language lecturers, and twenty others drawn from the Computer unit of vocational and Teacher Education (VTE) department, Management Information Science (MIS), CUDIMAC, and information Technology (IT)/Innovative Centre, all of the university of Nigeria, Nsukka. The data collected from questionnaire were subjected to statistical analysis of: Mean, standard deviation and ANOVA. The interview was used to confirm the results obtained from the questionnaire. The findings of the study are; 1, shows that the language teachers' are not aware of the technology available for language teaching and hence, rarely use it. 2. the language teachers have poor access to available technology. 3. Language teachers have a lot of challenges in the use of technology in teaching. 4. Language teachers have a lot of challenges in the use of technology in language teaching. 5. the institutional support technology structures are required to be available for language teaching.

Keywords: ICT, Language Teaching, Institutional Technology Support

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Introduction

The national ICT vision, mission and policy and national minimum standards for teacher education in Nigeria were all formulated in response to Nigeria's recognition of the seriousness of ICT (Njoku 2006). The Nigerian policy for Information Technology (IT) 2001(p. iii) states that national IT mission is "to use IT for education, creation of wealth, poverty eradication, job creation and global competitiveness". It goes without saying that education is the pillar on which other segments of this statement hinge. This is because education is the necessary condition for all of them.

Behind the wheel of education are the teachers. Over the years, teachers have adopted, improvised and implemented approaches, methods and strategies they consider necessary for achieving instructional objectives. Today teachers are no longer the custodian of knowledge as the school paradigm shifts from; school building, classroom, teacher as a provider of knowledge, and a set of textbooks and few audio-visual aids; to knowledge infrastructure, individual learners, teacher as tutor or facilitator, and multimedia materials (Ubaru 2005). This inevitably brings a new song that requires both a new beat and a new rhythm on board the teaching profession. According to Njoku (2006:2, 3) "the world order is distinguished by information, skills and orientations (ISO)...the present world ...an information society and the common slogan is 'knowledge is power'....There is only one gateway to the modern ISO. That gateway is the Information and Communication Technology (ICT)".

It is therefore fool hardy for any nation to fail to equip the drivers of education with the appropriate knowledge infrastructure to properly and effectively facilitate the acquisition of ISO.

Part of the objectives of Nigerian Teacher education as contained in the National Policy on Education (FGN, 2004) are to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system; to encourage further the spirit of enquiry and creativity in teachers; to help teachers fit into social life of the community and society at large and enhance their commitment to national goals; to provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; to enhance teachers' commitment to the teaching profession; and to further support the spirit of enquiry and creativity in teachers. These objectives of teacher education reveal among other things that the policy encourages creativity and adaptation to changing situations in the society, which are important now that technology is changing the educational system in Nigeria in particular and world in general.

The National Commission for Colleges of Education (NCCE) and National Universities Commission (NUC), in response to the changing situations in the society, have infused ICT into the curricula of both the NCE and B.A.(Ed.) and made

the acquisition of basic ICT skills and capabilities part of their minimum standards for teacher education at both levels of Nigeria certificate in education (NCE) and first Degrees in education. This development prompted these regulatory bodies (including Teachers Registration Council of Nigeria) to package programmes for teachers' continuous professional development (Njoku, 2006).

It is expected that considerable progress would be recorded in the use of technology in teaching in Nigeria generally and in language teaching specifically. This project is undertaken to investigate the language teachers' opinions on the utilisation of technology and examining the availability of institutional technology support infrastructure for teaching language in the University of Nigeria. The motivation for this work is the assumption that teachers' attitudes and perception have a pivotal role to play in the successful implementation of technology in language teaching (Atkins & Vasu 2000, Kim, 2002).

Statement of Problem/ Justification

The method of language teaching over the years has shifted from structural, through communicative to integrative language teaching, even as the underlying theoretical concepts move from linguistic through communicative to integrative competence. The current method innovation of integrative language teaching has to do with the integration of internet-connected computers into the language classroom. In these circumstances, technology has come to revolutionise language pedagogy across the world. To lend credence to this, (Jensen, 1993) observes that without a doubt we are in the centre of a monumental technological paradigm shift, one which will eventually change the way that all instructors teach and the way students learn for their new roles in the new order. This study assumes that there is a relationship Nigerian education system has since the enunciation of IT policy in 2001 made efforts to embrace the new technology culture through a number of initiatives aimed at preparing the teachers between teachers' attitudes to and perception of and the successful use of technology in language teaching in Nigeria. To this end, it sets out to investigate the opinions of teachers about the use of technology in language teaching and the extent of production and distribution of technology-based language resource materials, as well as the extent of institutional technology support infrastructure available in the University of Nigeria.

Justification

The findings of this work will be relevant in:

- i) evaluating IT policy implementation programme of the government
- ii) enhancing inter-cultural understanding, appreciation and tolerance through improved AL/SL/FL teaching in multilingual Nigeria.
- iii) providing feedback to socio-cultural theories on globalisation

- iv) properly directing the provision of both institutional and national support structure for technology in Nigeria
- v) making visible areas of continuous professional development needs of teachers.

Objectives of the Project

The dual aim of this study is to investigate the language teachers' opinions on the utilisation of technology and examine the availability of institutional technology support infrastructure for teaching languages in the University of Nigeria. The specific objectives are to:

- i) determine the language teachers' awareness of technology available for language teaching,
- ii) examine the extent of language teachers' access to available technology
- iii) identify the challenges teachers' face in their use of technology in language teaching,
- iv) investigate the extent of production and distribution of technology-based language resource materials, and
- v) find out the extent of institutional support technology structure available for language teaching.

Literature Review

In a review of the impact of technology on teaching and learning, Price & Oliver (2007) observe a number of changes associated with technology. Such changes resulting from technology increases pliant opportunities for study in relation to time and location (Bates, 2000); helps in formalising and industrialising curriculum work (Cornford & Pollock 2002); helps in developing initiatives and interests in new methods of teaching; motivates interest in curriculum development; and brings about changes in the conception of what it takes to be a teacher who is supposed to be a facilitator, organiser, and producer of educational content. Technology furnishes the teacher with a variety of different approaches and processes of teaching to carry both the fast and slow learners along. It helps in effective organization of teaching and allows the teachers to create real world simulations from an abstract concept. It also enables teachers to have access to a wide range of teaching materials (resources). It provides the teacher with the opportunity of having networks with other teachers globally.

Researchers have directed efforts at discovering how best to make technology benefit pedagogy maximally. Much of these efforts dwell on the teacher variable and the intrinsic link with successful implementation of technology in education. Nwosu (2018) investigates the relevance technology in teaching and learning of Igbo language in the contemporary era using the Igbo teachers and Igbo learners from

Adesoye College, Offa as a sample population. Nwosu (2018) find that use of technology in teaching creates excitement and motivation for the students while it reduces stress and makes teaching easy and more interesting for the teachers. On a general note it is observed that use of technology in teaching removes the threat of environmental pollution arising from use of chalk and ink. Perez-Marin (2014) provides a comprehensive study of educational possibilities through online resources. Perez-Marin (2014) discuss how to use Google resources for teaching, creating Gmail to communicate with students, Gmail Drive to create and share new resources on-line Google calendar to organise class events, Google video to find videos and Google book to find books and Google sites to create your own websites and Google blogger for blogs. She goes further to discuss the importance of applying and analysing knowledge and competence using formative evaluative tools such as Hot potatoes, JCloze, JMatch, JQuiz, JCross JMix, JClick, JPlayer, JAuthor etc. Onsoy (2004) investigates the attitudes of students and teachers towards computers and the use of computer-assisted language learning (CALL). The author compares the attitudes of the two groups of subjects, and examines factors that affect students and teachers' use of CALL program at the Preparatory School of Celal Bayar University. The data were collected through questionnaires distributed to 191 students and 22 teachers in a 30 % English-medium University. Interviews were also conducted with 4 teachers based on the results of the questionnaires. Findings from students' questionnaires revealed statistically significant differences in terms of their level. The findings from comparison indicated no difference between the attitudes of students and teachers towards computers and the use of computers in language instruction in general. The researcher recommended the training of students and teachers, and an effective curriculum in order to use computer technology in educational setting. Bordbar (2010) in addition to teachers' perception, studies the reasons and factors behind teachers' use of technology in classroom. 83 high school teachers of English as a foreign language used in the study were experienced in the use of computers to teach English. This work relates with Onsoy (2004) in the use of both Interviews and questionnaires. However, surveys and interviews were designed to find out how participants learn about CALL activities; how what they learned in their MA course about CALL interacts with their current teaching contexts; the factors that influence whether or not they use technology in their classrooms; and how they continue to acquire and master new ideas in CALL.

The findings support previous research on technology teacher education (Egbert & Trena; Paulus, 2002) as it suggests that teachers who use CALL activities are often those teachers who had experience with CALL prior to teaching; that lack of time, support, and resources prohibit the use of CALL activities in some classrooms; and that colleagues are the most common resource of new CALL activity ideas outside of formal coursework. The findings also suggested that almost

all the teachers had positive attitudes toward computer use in the class. The results also point to the importance of Teachers' vision of technology itself, their experience with it, their level of computer skill and competence, and the cultural environment that surrounds its introduction into schools and English institutes in shaping their attitudes toward computer technology. Implications for teacher education are that teachers learn better in situated contexts, and technology courses should be designed accordingly. Other similar works (Park and Son 2009, Shin and Son 2007) investigate teachers' attitude to the use of CALL in EFL teaching outside Nigeria. The general idea in these studies is that there is need for CALL-related teacher preparation (Kessler 2007:174) since teachers perceive that formal language teacher preparation programs have largely neglected to equip them with the CALL-related knowledge and skills they need to enter today's technologically advanced language classroom (Kessler, 2006).

The story is not different in Nigeria. Tella, Tella, Toyobo, Adika & Adeyinka (2007) examined Nigerian secondary school teachers' uses of ICTs and implications for further development of ICT use in schools using a census of 700 teachers. The findings showed that most teachers perceived ICT as very useful and as making teaching and learning easier.

Available evidence point to the fact that not much has been done on the use of CALL in Nigerian classrooms, either to teach ESL, EFL or Nigerian language(s). Yet we know that there is the need to strengthen language pedagogy through CALL for intercultural understanding, appreciation and tolerance in multilingual Nigeria where insecurity threat is on the increase. This gap in research creates the need for the present study.

Methodology

This study is a survey research, the geographical area of is the University of Nigeria, and the subject area, Computer-Assisted Language Learning (CALL) Three groups of subjects were used in the study. These were: (1) language teachers (2) staff of curriculum development and instructional material centre (CUDIMAC), and computer unit of vocational technical education (VTE) department; and (3) Staff of management information science (MIS) unit, ICT/Innovation centre and Computing Centre. Each group of subjects provided data on relevant aspects of the study. A total number of sixty subjects were used with percentage distribution of 60% for group 1, and 20% each for groups 2 and 3. The stratified random sampling method was adopted and the entire population identified for each group determined the number of subjects selected.

The research instruments were structured interviews and questionnaires. The questionnaires were structured to elicit responses of each group on the aspect of Technology in language teaching relevant to it. While Group 1, for instance,

provided information on awareness, availability, use and challenges of technology in language teaching, Groups 2 and 3 furnished us with information on technology compliant instructional resources available and institutional support infrastructure respectively. The questionnaires were subdivided to reflect relevant research questions of each group. A four-point Likert scale was used to rate responses to the questionnaire. The interview component was administered to eight subjects comprising the heads of various departments/units that were used for the study to further validate the data elicited from questionnaires. Data were analysed quantitatively as data were converted to numeric values and subjected to statistical calculations using mean, standard deviation, T-test and ANOVA.

DATA ANALYSIS

Research Question1: Are the language teachers aware of the technology available for language teaching?

Table 1: Mean, standard deviation and ANOVA of hypothesis of respondents (Lecturers, Programmers and Analysts) responses on the language teachers' awareness of the technology available for language teaching.

S/ no	Items	Groups	Sum of Squa res	df	Mean Squar e	X_G	SD	P- value	Decisio n
1.	Awareness of technological devices that are available for language teaching in university	Between Within Total	4.79 19.20 24.00	2 97 99	2.39 0.19	1.40	0.49	0.00*	Disagree
2	Awareness of the internet facilities for language teaching in university	Between Within Total	1.27 26.43 27.71	2 97 99	0.63 0.27	1.77	0.52	0.10	Disagree
3	awareness of software applications for language teaching in university	Between Within Total	4.06 20.84 24.91	2 97 99	2.03 0.21	1.53	0.50	0.00*	Disagree
4	Awareness of educational software for language teaching in university	Between Within Total	0.63 31.88 32.51	2 97 99	0.31 0.32	1.93	0.57	0.38	Disagree

Key: * = Significant at 0.05 (reject hypothesis), df = difference, X_G = grand mean, SD = standard deviation.

Data presented in Table 1 showed that the mean ratings of the responses of the respondents on the 4 identified items relating to the language teachers' awareness of the technology available for language teaching had mean values ranging from 1.40 to 1.93 which are all less than the cut-off point of 2.50 on a 4-point rating scale. The data in the table indicated that the respondents disagreed in all the 4 items which shows that the language teachers are not aware of the technology available for language teaching. The standard deviation values for the four items ranged from 0.49 to 0.57 which showed that the respondents were not far from one another in their responses and that their responses were not far from the mean. In the analysis of Variance, the table also shows the probability/significance level in which the calculated ANOVA will be significant. From the table, the significance levels of items 1 and 3 are less than or equal to the stated 0.05 level of significance since the P-value for the two items were 0.00 therefore the null hypothesis is rejected. However, the significance level of items 2 and 4 are greater than 0.05 since the P-value for the two items were 0.10 and 0.38 therefore the null hypothesis is accepted. On the other hand, an oral interview conducted by the researchers' shows that the language teachers' are not aware of the technology available for language teaching such as technological devices, the internet facilities, software applications, educational software among others. This is in line with the result in Table 1. The results in table 1 confirms the findings of Onsoy (2004), Bordbar (2010), Tella, Tella, Toyobo, Adika and Adeyinka (2007) that language teachers use computers and ICT facilities in teaching. The usage therefore presupposes their awareness the use of computers in teaching.

Research Question 2: To what extent do language teachers access the available technology?

Table 2: Mean, standard deviation and ANOVA of hypothesis of respondents (Lecturers, Programmer and Analyst) responses on the language teachers access to available technology

S/ no	Items	Groups	Sum of Squar es	df	Mean Squa re	X_G	SD	P- value	Decisi on
5	How often do you use the available technological devices for language teaching	Between Within Total	0.11 23.88 24.00	2 97 99	0.05 0.24	1.60	0.49	0.79	Rarely

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6	How often do you use the internet facilities for language teaching	Between	0.55	2	0.27			0.33	Rarely
		Within	24.35	97	0.25	1.53	0.50		
		Total	24.91	99					
7	How often do you use software applications for language teaching	Between	1.18	2	0.59			0.09	Rarely
		Within	23.72	97	0.24	1.47	0.50		
		Total	24.91	99					
8	How often do you use educational software for language teaching	Between	1.96	2	0.98			0.00*	Rarely
		Within	17.28	97	0.17	1.74	0.44		
		Total	19.24	99					
9	How often do you use the internet facilities for language teaching	Between	0.55	2	0.27			0.33	Rarely
		Within	24.41	97	0.25	1.48	0.50		
		Total	24.96	99					

Key: * = Significant at 0.05 (reject hypothesis), df = difference, X_G = grand mean, SD = standard deviation

Data presented in Table 2 showed that the mean ratings of the responses of the respondents on the 5 identified items relating to the Language teachers' access to available technology had mean values ranging from 1.47 to 1.74 which are all less than the cut-off point of 2.50 on a 4-point rating scale. The data in the table indicated that the respondents rarely access all the 5 items which shows that the Language teachers do not have access to available technology. The standard deviation values for the five items ranged from 0.44 to 0.50 which showed that the respondents were not far from one another in their responses and that their responses were not far from the mean. In the analysis of Variance, the table also shows the probability/significance level in which the calculated ANOVA will be significant. From the table, the significance levels of items 5, 6, 7 and 9 are greater than the stated 0.05 level of significance since the P-value for the four items ranged from 0.09 to 0.79 therefore the null hypothesis is accepted. However, the significance level of items 8 is less than or equal to 0.05 since the P-value for the one item was 0.00 therefore the null hypothesis is rejected.

On the other hand, an oral interview conducted by the researchers shows that the language teachers' access to available technology is rarely on the use of the following: available technological devices, internet facilities, software applications among others. This is in line with the results in Table 2. The findings are dissimilar with the findings of Onsoy (2004), Bordbar (2010), Tella, Tella, Toyobo, Adika and Adeyinka (2007) who in their independent studies observed that the language teachers have access to the technologies; hence they make use them in their classrooms. The result of the oral interview conducted also proved this. One of the respondents state thus: 'I spend not less than five ten thousand Naira on the internet

in a month to carry out my private research. So you can imagine having student have internet for the purpose of my course. I cannot do that in this economic recession.'

Research Question 3: What challenges do teachers face in their use of technology in language teaching?

Table 3: Mean, standard deviation and ANOVA of hypothesis of respondents (Lecturers, Programmer and Analyst) responses on the challenges teachers' faces in their use of technology in language teaching

S/ no	Items	Groups	Sum of Squa res	Df	Mean Square	X_G	S D	P- valu e	Decisi on
10	The requisite skills to use technology in language teaching.	Between Within Total	0.43 36.15 36.59	2 97 99	0.22 0.37	3.29	0.60	0.55	Agree
11	Insufficient computers for language teaching	Between Within Total	0.15 14.60 14.76	2 97 99	0.07 0.15	3.82	0.38	0.59	Agree
12	Insufficient software applications/packages for the language teacher	Between Within Total	0.03 40.80 40.84	2 97 99	0.01 0.42	3.46	0.64	0.96	Agree
13	irregular power supply for language teaching	Between Within Total	0.05 14.71 14.76	2 97 99	0.02 0.15	3.82	0.38	0.84	Agree
14	Learners' interest in the use of technology in language learning motivate the use of technology in language teaching	Between Within Total	0.15 23.15 23.31	2 97 99	0.07 0.23	3.63	0.48	0.72	Agree

Key: * = Significant at 0.05 (reject hypothesis), df = difference, X_G = grand mean, SD = standard deviation

Data presented in Table 3 showed that the mean ratings of the responses of the respondents on the 5 identified items relating to the challenges teachers face in their use of technology in language teaching had mean values ranging from 3.29 to 3.82 which were all greater than the cut-off point of 2.50 on a 4-point rating scale. The data in the table indicated that the respondents agreed on all the 5 items which could be the challenges teachers face in their use of technology in language teaching. The standard deviation values for the five items ranged from 0.38 to 0.64 which

showed that the respondents were not far from one another in their responses and that their responses were not far from the mean. In the analysis of Variance, the table also shows the probability/significance level in which the calculated ANOVA will be significant. From the table, the significance levels of items 10,11,12,13 and 14 are greater than the stated 0.05 level of significance since the P-value for the five items ranged from 0.55 to 0.96 therefore the null hypothesis is accepted.

On the other hand, an oral interview conducted by the researchers shows that the Language teachers have a lot of challenges in the use of technology in language teaching which include; lack of requisite skills, insufficient computers, insufficient software applications/packages, irregular power supply among others. This is in line with the result in Table 3.

Research Question 4: What are the extent of production and distribution of technology-based Language resource materials?

Table 4: Mean, standard deviation and ANOVA of hypothesis of respondents (Lecturers, Programmer and Analyst) responses on the production and distribution of technology-based language resource materials

S/n	Items	Groups	Sum of Squares	Df	Mean Square	X_G	SD	P-value	Decision
15	produce technology based resources for internal use for language teachers	Between Within Total	0.05 8.13 8.19	2 97 99	0.02 0.08			0.72	Agree
16	produce technology based resources for global usage for language teaching	Between Within Total	0.08 22.95 23.04	2 97 99	0.04 0.23			0.83	Agree
17	Teachers make input in the production of technology based resource materials	Between Within Total	0.05 8.13 8.19	2 97 99	0.02 0.08			0.72	Agree
18	the technological based resource materials produced for language teaching	Between Within Total	0.07 19.63 19.71	2 97 99	0.03 0.20			0.82	Agree

Key: * = Significant at 0.05 (reject hypothesis), df = difference, X_G = grand mean, SD = standard deviation

Data presented in Table 4 showed that the mean ratings of the responses of the respondents on the 4 identified items relating to the production and distribution

of technology-based language resource materials had mean values ranging from 3.64 to 3.91 which were all greater than the cut-off point of 2.50 on a 4-point rating scale. The data in the table indicated that the respondents agreed on all the 4 items which could be the production and distribution of technology-based language resource materials. The standard deviation values for the four items ranged from 0.28 to 0.48 which showed that the respondents were not far from one another in their responses and that their responses were not far from the mean. In the analysis of Variance, the table also shows the probability/significance level in which the calculated ANOVA will be significant. From the table, the significance levels of items 15, 16, 17 and 18 are greater than the stated 0.05 level of significance since the P-value for the five items ranged from 0.72 to 0.83 therefore the null hypothesis is accepted.

On the other hand, an oral interview conducted by the researchers shows that the production and distribution of technology-based language resource materials which include; produce technology based resources for internal use for language teachers, global usage for language teaching, among others are not actually done in language departments. This is contrary to the claim in their responses to the questionnaire in the results in Table 4. They however they agreed during the oral interview that they do the production and distribution for and to some other departments and units.

Research Question 5: What are the institutional support technology structures required to be available for language teaching?

Table 5: Mean, standard deviation and ANOVA of hypothesis of respondents (Lecturers, Programmers and Analysts) responses on the institutional support technology structure required to be available for language teaching

S/n	Items	Groups	Sum of Squares	df	Mean Square	X_G	SD	P-value	Decision
19	provision of enough technological devices for both staff and students	Between Within Total	0.03 40.80 40.84	2 97 99	0.01 0.42	3.46	0.64	0.96	Agree
20	Provision of internet access to the university environment	Between Within Total	0.05 14.71 14.76	2 97 99	0.02 0.15	3.82	0.38	0.84	Agree
21	Provision of internet access free of charge for both staff and students	Between Within Total	0.15 23.15 23.31	2 97 99	0.07 0.23	3.63	0.48	0.72	Agree

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22	Purchase of some software applications/packages for language teaching	Between	0.05	2	0.02	3.91	0.28	0.72	Agree
		Within	8.13	97	0.08				
		Total	8.19	99					
23	having regular power supply	Between	0.08	2	0.04	3.64	0.48	0.83	Agree
		Within	22.95	97	0.23				
		Total	23.04	99					
24	Provision of an alternative source of power supply	Between	0.03	2	0.01	3.46	0.64	0.96	Agree
		Within	40.80	97	0.42				
		Total	40.84	99					
25	Provides continuous professional development in the use technology for language teaching	Between	0.07	2	0.03	3.73	0.44	0.82	Agree
		Within	19.63	97	0.20				
		Total	19.71	99					

Key: * = Significant at 0.05 (reject hypothesis), *df* = difference, X_G = grand mean, *SD* = standard deviation

Data presented in Table 5 showed that the mean ratings of the responses of the respondents on the 7 identified items relating to the institutional support technology structure available for language teaching had mean values ranging from 3.46 to 3.91 which were all greater than the cut-off point of 2.50 on a 4-point rating scale. The data in the table indicated that the respondents agreed on all the 7 items which could be the institutional support technology structure available for language teaching. The standard deviation values for the four items ranged from 0.28 to 0.64 which showed that the respondents were not far from one another in their responses and that their responses were not far from the mean. In the analysis of Variance, the table also shows the probability/significance level in which the calculated ANOVA is significant. From the table, the significance levels of items 19, 20, 21, 22, 23 and 24 are greater than the stated 0.05 level of significance since the P-value for the seven items ranged from 0.72 to 0.96 therefore the null hypothesis is accepted.

On the other hand, an oral interview conducted by the researchers shows the institutional support technology structures required to be available for language teaching include; provision of enough technological devices for both staff and students, Provision of internet access to the university environment, Provision of internet access free of charge for both staff and students, Purchase of some software applications/packages for language teaching, having regular power supply among others. This is in line with the result in Table 5.

Conclusion

This study investigated the language teachers' opinions on the utilisation of technology as well as the availability of institutional technology support infrastructure for teaching languages in the University of Nigeria with the results that

1. language teachers are not aware of the technology available for language teaching, 2. the Language teachers do not have access to available technology, 3. the Language teachers have a lot of challenges in the use of technology in language teaching which include; lack of requisite skills, insufficient computers, insufficient software applications/packages, irregular power supply among others, 4. There is no production and distribution of technology-based language resource materials by CUDIMAC and MIS respectively, and 5. the institutional support technology structures needful for language teaching are; provision of enough technological devices for both staff and students, provision of internet access to the university environment, provision of free internet access for both staff and students, purchase of some software applications/packages for language teaching, having regular power supply among others. For the language teachers to be abreast with the current method innovation of integrative language teaching, it is therefore important to have an integration of internet-connected computers into the language classrooms.

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