
**ICT FACILITIES USED IN THE TEACHING OF ORAL ENGLISH IN
SECONDARY SCHOOLS IN KOSOFE LOCAL GOVERNMENT AREA,
NIGERIA**

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ABSTRACT

Information and Communication Technology (ICT), when applied to education, can be an effective tool in supporting the teaching and learning of oral English in secondary schools as it enhances the delivery and access to knowledge, improves the learners' performance, produces richer learning outcomes compared to education without ICT, encourages critical thinking and offers unlimited means of achieving educational goals. The purpose of this study was to investigate the available and commonly used ICT facilities for the teaching of Oral English in secondary schools in Kosofe Local Government Area, taking into consideration the predictor variables of gender, school type, and teaching experience. A cross-sectional descriptive study was carried out among 250 respondents (50 teachers and 200 students) randomly drawn from ten (10) schools out of the 22 secondary schools within the Local Government Area. The data collected through a questionnaire was analysed using the percentage (for the socio-demographic data and the first-two research questions), the t-test (for research hypotheses 1-3) and the One-Way Analysis of Variance (ANOVA) (for research hypothesis 4) at 0.05 alpha level using SPSS 20.0 for windows. The Cronbach Alpha reliability test was used to ascertain the level of its coefficient reliability which was 0.81. Results revealed that both the teachers and students agreed that computers, whiteboards, VCD, DVD, CD ROM, recorded tapes, radio and TV were available while only computers and whiteboards were unanimously agreed to be commonly put to use. Furthermore, none of the predictor variables of gender, school type, and experience revealed any significant difference on Oral English teachers' use of ICT facilities. The implication is that these teachers had an insufficient understanding of the relevance of ICT facilities to their teaching. It was therefore recommended that both the staff and students should be adequately trained, free-of-charge, on the proper utilization of ICT facilities.

Keywords: Information and Communication Technology (ICT); oral English; facilities used in teaching.

1.0 INTRODUCTION

Despite chronic limitations brought about by economic disadvantages (Adesola, 1991), the integration of information and communication technology (ICT) is becoming an integral part of education in many parts of the globe (Sala, 2004; Kuntoro& Al-Hawamdeh, 2003; Leidner&Jarvenpaa, 1993). In this regard, Nigeria is not left behind as ICT gradually finds its way into her education system (Ajayi, n.d.; Darkwa&Mazibuko, 2000; Brown, 2002; Darkwa&Eskow, 2000). Nigeria, like any other African country, is under pressure by accelerated globalization (Ololube, 2006). She is facing a dramatic dilemma of establishing a high-quality system of education quickly or face development regression. For meeting various instructional needs and for prompt service delivery, information and communication technology (ICT), with its pervasiveness, offers a rapid remedy to qualitative education (Ekpo, 2017).

Human existence and development depends largely on the existence and development of language for communication (Babatunde, 2002). Egwuogu (2002) observed that language, over the years, has remained and will still remain the most important tool through which human beings communicate with one another. She went further to affirm that it serves as a means of socialization. Hence, anybody wishing to socialize must, of course, be able to speak the language of that immediate society. One of the major characteristics of man is his ability to communicate messages concerning his activities to another human being and he does this mainly by means of language either written or spoken.

Effective communication depends on one's ability to express oneself clearly, accurately and fluently in speech or writing. It, therefore, means that a good spoken form of English language is a desideratum for those who use the language. The manner of pronunciation, enunciation, stress placement, intonation and other idiosyncratic features of speech determine, in part, the level of competence of the speaker in the use of English.

2.0 STATEMENT OF THE PROBLEM

Olajide (2010:657) observed that “Second or Foreign language situation poses unique challenges in that the learners come to the classrooms with different cultural and linguistic backgrounds.” This has brought to the fore the urgent need to investigate which instructional resource suits what learning experience the learner(s) is (are) to be exposed to at any given period of time.

Various other scholars have perceived and acknowledged the purpose and function of resources in effective teaching. For example, Hallack (1990) emphasized that the availability, relevance and adequacy of educational resource items contribute to academic achievement and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance. Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and academic performance. This corroborated the assertion of Hennessy, Harrison and Wamakote(2010:40) that “There is substantial evidence that, in the right hands and used appropriately for specific purposes in specific contexts, Information

and Communication Technology (ICT) can be an effective tool in supporting teaching and learning". Hallack (1990) in Adeogun and Osifila (2011) emphasised that the availability, relevance and adequacy of educational resource items contribute to academic achievement, immensely.

From the foregoing, it is evident, to the best of this researcher's knowledge, that none of these previous studies focused specifically on the ICT facilities used in the teaching of oral English in secondary schools, especially in Kosofe Local Government Area of Lagos State, Nigeria. This seeming neglect has thus created a researchable gap part of which this study intends filling up.

2.1 Research Questions

The following research questions were posed to guide this study.

1. What are the available ICT facilities for the teaching of Oral English in secondary schools in Kosofe Local Government Area?
2. What are the commonly used ICT facilities for the teaching of Oral English in secondary schools in Kosofe Local Government Area?
3. Is there any difference between male and female oral English teachers' use of ICT facilities in secondary schools?
4. Is there any difference in public and private school oral English teachers' use of ICT facilities in secondary schools?
5. Is there any difference inexperienced, less experienced and very experienced oral English teachers' use of ICT facilities in secondary schools?

2.2 Research Hypotheses

The following hypotheses were formulated for the study:

HO1: There is no significant difference between male and female oral English teachers' use of ICT facilities in secondary schools.

HO2: There is no significant difference in public and private school oral English teachers' use of ICT facilities in secondary schools.

HO3: There is no significant difference among experienced, less experienced and very experienced oral English teachers' use of ICT facilities in secondary schools.

3.0 METHODOLOGY

The descriptive research design of the cross-sectional survey type was employed in the study. The total population included all senior secondary school two (SSII) students in Kosofe Local Government Area, Nigeria. SS II students were chosen for the study because the scheme of work for the class contained the aspects of oral English which this study covered. The SS-II students were also preparing for their "Test of Orals" examination at the end of their third

year in the senior secondary school. The target population, however, involved some secondary school teachers and students in the selected secondary schools in Kosofe, Lagos State. The simple random sampling technique was used in selecting the schools within the Local Government Area. A total number of ten (10) schools were randomly selected from the 22 secondary schools within the Local Government Area. In each of the secondary schools, 20 students and 5 teachers were randomly selected making the total sample to be 250 respondents.

The data collected through a questionnaire was analysed using the percentage (for the demographic data in Section A and the first-two research questions), the t-test (for research hypotheses 1-3) and the One-Way Analysis of Variance (ANOVA) (for research hypothesis 4) at 0.05 alpha level using SPSS 20.0 for windows. There were three sections of the questionnaire. Section A was structured to elicit relevant personal data. Section B sought information on the available ICT facilities in the secondary schools. Section C was designed to elicit information on the extent ICT facilities were used in the teaching and learning of Oral English. To ascertain the face and content validity of the instrument, it was submitted to three experts in the Arts Education Department and one other in the Department of Educational Technology of the University of Ilorin, Ilorin, Nigeria to check and approve the structure and content of the instrument. The Cronbach Alpha reliability test was used to ascertain the level of its coefficient reliability which was 0.81.

4.0 RESULTS

Table 1: Demographic Data of Teachers (N=50)

S/N	Variables	Frequency	Percentage %
1.	Gender		
	Male	33	66
	Female	17	34
2.	School type		
	Public	31	62
	Private	19	38
3	Experience		
	Less Experienced	32	64
	Experienced	15	30
	More Experienced	3	6

Table 1 shows the distribution of the respondents (teachers) by gender, school type and experience. It indicated that 33(66%) of the respondents were male while 17(34%) were female. Furthermore, the table showed that 31(62%) of the respondents were teachers from public schools, while 19(38%) were teachers from private schools. The table further revealed that out of the 50 teachers sampled, 32(64%) were less experienced (i.e. had less than ten years of teaching experience), 15(30%) were experienced (i.e. had taught English for a period less than twenty years), while the remaining 3(6%) were more experienced (i.e. had taught English for at least twenty-one years.).

Table 2: Demographic Data of Students (N=200)

S/N	Variables	Frequency	Percentage %
1.	Gender		
	Male	96	48
	Female	104	52
2.	School type		
	Public	80	40
	Private	120	60
3	Class		
	SS2	154	77
	SS3	46	23

Table 2 shows the distribution of the respondents (students) by gender, school type and class. It indicated that 96(48%) of the respondents were male while 104(52%) were female. Furthermore, the table shows that 80(40%) of the respondents were from public schools, while 120(60%) were from private schools. Further still, the table reveals that out of the 200 students sampled, 154(77%) were in SS2 while 46(23%) were in SS3.

3.1 Analysis of Findings on the Research Questions

This part presents the results of the analyses on the opinions of the participant on the availability of the ICT facilities used for teaching Oral English. In drawing inferences from the percentages, fifty per cent (50%) was taken as the benchmark for the availability of the facilities examined.

Research Question One: What are the available ICT facilities for the teaching of Oral English in secondary schools in Kosofe Local Government Area?

Table 3.1 shows the percentage of responses given by the teacher respondents on the availability of the ICT facilities used for teaching Oral English.

TABLE 3.1: Responses of teachers on the available ICT facilities for the teaching and learning of Oral English in Kosofe Local Government Area, Lagos State, Nigeria (N=50)

S/N	Items	Frequency/Percentage		Decision
		Available	Not Available	
1	Computers	40(80%)	10(20%)	Available

2	Internet services	24(48%)	26(52%)	Not Available
3	Software programmes e.g. mentor tutor	5(10%)	45(90%)	Not Available
4	Voice synthesizer/recognition	4(8%)	46(92%)	Not Available
5	Star board	16(32%)	34(68%)	Not Available
6	White Board	50(100%)	–	Available
7	VCD	32(64%)	18(36%)	Available
8	DVD	34(68%)	16(32%)	Available
9	CD ROM	28(56%)	22(44%)	Available
10	Recorded tapes	37(74%)	13(26%)	Available
11	Cassette players	16(32%)	34(68%)	Not Available
12	Radio	43(86%)	7(14%)	Available
13	Projectors	31(62%)	19(38%)	Available
14	Television	35(70%)	15(30%)	Available
15	Ear piece	19(38%)	31(62%)	Not Available
16	Amplifier	17(34%)	33(66%)	Not Available

Table 3.1 reveals that out of the sixteen (16) research items that were used to test the availability of ICT facilities in Kosofe Local Government Area of Lagos State, items 1, 6, 7, 8, 9, 10, 12, 13 and 14 were available while items 2, 3, 4, 5, 11, 15 and 16 were not available. This implied that these ICT facilities were hardly used or never used by teachers because they are not available for use in schools.

Table 3.2 shows the percentage of responses given by the student respondents on the availability of the ICT facilities used for teaching Oral English.

TABLE 3.2: Responses of students on the available ICT facilities for the teaching and learning of Oral English in Kosofe Local Government Area, Lagos State, Nigeria (N=200)

S/N	Items	Frequency/Percentage		Decision
		Available	Not Available	
1	Computers	158(79%)	42(21%)	Available
2	Internet services	74(37%)	126(63%)	Not Available
3	Software programmes e.g. mentor tutor	78(39%)	122(61%)	Not Available
4	Voice synthesizer/recognition	76(38%)	124(62%)	Not Available
5	Star board	104(52%)	96(48%)	Available
6	White Board	190(95%)	10(5%)	Available
7	VCD	134(67%)	66(33%)	Available

8	DVD	128(64%)	72(32%)	Available
9	CD ROM	132(66%)	68(34%)	Available
10	Recorded tapes	108(54%)	92(48%)	Available
11	Cassette players	122(61%)	78(39%)	Available
12	Radio	126(63%)	74(37%)	Available
13	Projectors	60(30%)	140(70%)	Not Available
14	Television	120(60%)	80(40%)	Available
15	Ear piece	112(56%)	88(44%)	Not Available
16	Amplifier	98(49%)	102(51%)	Not Available

Table 3.2 reveals that out of the sixteen (16) research items that were used to test the availability of ICT facilities among the students in Kosofe Local Government Area of Lagos State, items 1, 5, 6, 7, 8, 9, 10, 11, 12 and 14 were available while items 2, 3, 4, 13, 15 and 16 were not available. Comparatively, the teachers claim that Item 13(projector) was available; however, the students’ responses negated the availability of this item.

Research Question Two: What are the commonly used ICT facilities for the teaching of Oral English in secondary schools in Kosofe Local Government Area?

Table 4.1 shows the percentage of responses given by the teacher respondents on the usability of the ICT facilities meant for teaching Oral English.

TABLE 4.1: Responses of teachers on their use of ICT facilities for the teaching and learning of Oral English in Kosofe Local Government Area, Lagos State, Nigeria (N=50)

S/N	Research Items	Frequency/Percentage		Decision
		Commonly Used (CU)	Not Commonly Used (NCU)	
1	Computers	30 (60%)	20(40%)	CU
2	Internet services	16 (32%)	34(68%)	NCU
3	Software programmes e.g. mentor tutor	8 (16%)	42 (84%)	NCU
4	Voice synthesizer/recognition	6 (12%)	44 (88%)	NCU
5	Star board	15(30%)	35(70%)	NCU
6	White Board	47(94%)	3(6%)	CU
7	VCD	21(42%)	29(58%)	NCU
8	DVD	21(42%)	29(58%)	NCU
9	CD ROM	19(38%)	31(62%)	NCU
10	Recorded tapes	19(38%)	31(62%)	NCU
11	Cassette players	15(30%)	35(70%)	NCU
12	Radio	24(48%)	26(52%)	NCU
13	Projectors	27 (54%)	23 (46%)	CU
14	Television	18 (36%)	32 (64%)	NCU

15	Ear piece	11 (22%)	39 (78%)	NCU
16	Amplifier	12 (24%)	38 (76%)	NCU

Table 4.1 indicates that computers, whiteboard and projectors were commonly used while the Internet, software programmes, voice synthesizer/recognition, starboard, VCD, DVD, CD ROM, recorded tapes, cassette players, radio, television, earpiece and amplifier were not commonly used. Table 4.2 shows the percentage of responses given by the student respondents on the usability of the ICT facilities meant for teaching Oral English.

TABLE 4.2: Responses of students on Teachers' use of ICT facilities for the teaching and learning of Oral English in Kosofe Local Government Area, Lagos State, Nigeria (N=200)

S/N	Research Items	Frequency/Percentage		Decision
		Commonly Used (CU)	Not Commonly Used (NCU)	
1	Computers	124(62%)	76(38%)	CU
2	Internet services	76(38%)	124(62%)	NCU
3	Software programmes e.g. mentor tutor	62(31%)	138(69%)	NCU
4	Voice synthesizer/recognition	72(36%)	128(64%)	NCU
5	Star board	130(65%)	70(35%)	CU
6	White Board	190(95%)	10(5%)	CU
7	VCD	130(65%)	70(35%)	CU
8	DVD	122(61%)	78(39%)	CU
9	CD ROM	126(63%)	74(37%)	CU
10	Recorded tapes	98 (49%)	102(51%)	NCU
11	Cassette players	100(50%)	100(50%)	CU
12	Radio	90(45%)	110(55%)	NCU
13	Projectors	54(27%)	146(50%)	NCU
14	Television	94(47%)	106(53%)	NCU
15	Ear piece	80(40%)	120(60%)	NCU
16	Amplifier	78(39%)	122(61%)	NCU

Table 4.2 shows that the students perceived that computers, starboard, whiteboard, VCD, DVD, CD ROM, and cassette players, were commonly used by the teachers while the Internet, software programmes, voice synthesizer/recognition, recorded tapes, radio, projectors, television, earpiece and amplifier were not commonly used for teaching Oral English. These findings implied that teachers seem not to use these multimedia instructional resources as they seldom or never employ them in the teaching of the English language.

3.2 Hypotheses Testing

H01: There is no significant difference between male and female oral English teachers' use of ICT facilities in secondary schools.

The responses of the male and female teachers on their use of ICT facilities for teaching Oral English were compared using the independent sample t-test statistics.

Table 5: The difference between male and female English teachers' use of ICT facilities for teaching Oral English

Variables	N	Mean	SD	df	t-value	Sig-value	Decision
Male	33	46.24	10.24	48	0.06	0.953	HO ₁
Female	17	46.06	10.37				Accepted

Table 5 shows that the t-test calculated value (48) =0.06, while its p-value is 0.953 at an alpha level of 0.05. Since the p-value is greater than the alpha value (0.953>0.05), the hypothesis was thus accepted. It can be deduced that there was no significant difference in the use of ICT facilities by both male and female English language teachers.

HO2: There is no significant difference in public and private school oral English teachers' use of ICT facilities in secondary schools.

The responses of teachers who teach in public and private schools on their use of ICT facilities for teaching Oral English were compared using the independent sample t-test statistics.

Table 6: The difference in public and private school English teachers' use of ICT facilities for teaching Oral English

Variables	N	Mean	SD	df	t-value	Sig-value	Decision
Public	31	47.41	12.131	48	1.102	0.276	HO ₂
Private	19	44.15	5.46				Accepted

Table 6 shows that the t-test calculated value (48) = 1.102, while its p-value is 0.276 at alpha level of 0.05. Since the p-value is greater than the alpha value (0.276>0.05), the hypothesis was thus accepted. This means that there was no significant difference in the use of ICT facilities by public and private school Oral English teachers.

HO3: There is no significant difference among experienced, less experienced and very experienced oral English teachers' use of ICT facilities in secondary schools.

The responses of experienced, less experienced and very experienced Oral English teachers' use of ICT facilities for teaching Oral English were compared using the One-way ANOVA statistics.

Table 7: The difference between Oral English teachers' use of the ICT facilities based on teaching experience

Variables	Sum of Squares	df	Mean Square	F	Sig	Decision
Between Groups	39.905	2	19.952			HO ₃
				0.186	0.831	Accepted
Within Group	5039.475	47	50.184			
Total	5079.380	49				

Table 7 shows the calculated F-ratio of $(2, 47) = 0.186$ which is not significant at 0.05 alpha level. The hypothesis was thus accepted since the p-value value 0.831 is greater than the 0.05 alpha value ($0.831 > 0.05$). The hypothesis which states that there is no significant difference among experienced, less experienced and very experienced oral English teachers' use of ICT facilities in secondary schools was thus accepted. This means that there was no significant difference among less experienced, experienced and more experienced Oral English teachers' use of ICT facilities for teaching Oral English.

4.0 DISCUSSIONS

The analysis on the materials available revealed that the available ICT facilities for the teaching and learning of Oral English in schools are computers, whiteboards, VCD, DVD, CD ROM, recorded tapes, radio and TV. All other ICT facilities examined in the study were not found in these secondary schools. ICT facilities ought to be provided in the schools because, according to Iloanusi and Osuagwu (2011), Information Communication Technology applied to education enhances the delivery and access to knowledge, and improves the curriculum. It produces richer learning outcomes compared to education without ICT.

Nevertheless, even the ICT facilities recorded to be available in this research and related studies have proved that teachers do not make adequate use of these facilities. Pope and Golub in Akabogu (2008) maintain that in this ICT dominated era, language teachers must be ready to step into the status quo as well as advance the teaching profession by infusing technology into their teaching.

The finding of the current study also revealed that there was no significant difference in male and female Oral English teachers' use of ICT facilities for teaching. This finding corroborates the submission of Abiola (2012) that gender cannot be regarded as a serious determining factor to effective and efficient teaching of English studies. It also seemed to agree with Llewellyn-Jones (2005) assertion that a woman can succeed in most activities as well as a man; she can equal him in physical and mental stamina. Thus, gender has no direct influence on a teachers' standard in the classroom (Abe 1991; Adeshina, 2011).

It was found that there was no significant difference in public and private Oral English teachers' use of the ICT facilities employed in teaching. They both used the facilities at the same rate and frequency just in the same way they never or rarely made use of some other

facilities. This confirmed the findings of Adeniyi-Egbeola and Abiola (2016) that public school teachers do not use the instructional materials for teaching vocabularies differently from their private school counterpart. They both make use of instructional materials at almost the same frequency just in the same way they hardly or never made use of some others.

Abiola (2012) stated that there is a disconnection between the breathtaking cost of education and the quality of teaching the students are actually getting in return from those high prices – most especially from our private “international” schools.

It was discovered that teaching experience had no significant influence on Oral English teachers’ use of ICT facilities for teaching the English language. This indicates that less experienced, experienced and more experienced English language teachers claimed to make little or no use of over seventy per cent (70%) of the listed ICT facilities investigated. The findings suggested that the teachers are not familiar with quite a number of the facilities listed. Thus, they do not employ them during their classroom interactions with learners.

The finding indicate a validation of the earlier view of Adegbile and Igweike’s (2002) that teaching experience has no place in the teacher’s excellent performance. They added that as teachers have more experience, they become less dedicated, less hard-working and more preoccupied with other life engagements. Although experience appeared to be very important in the teaching-learning process, this study has not confirmed it. Adegbile and Igweike, however, posited that it is only a positive attitude to teaching that can remove the clog in the wheel of students’ language development. It could then be concluded that the high sense of a teacher’s needs are self-control, self-improvement, hard work, dedication and unusual degree of awareness of how to teach, breathtakingly. Thus, the saying that experience is the best teacher may not be justifiable after all since it is much easier and cheaper to learn consciously by wisdom than to learn by experience (Abiola, 2012).

5.0 CONCLUSIONS

This study is concerned with the ICT facilities used in the teaching and learning of Oral English in secondary schools in Kosofe Local Government, Lagos State. Five research questions were used to obtain relevant information. The target population of the study comprised 200 secondary school students and 50 Oral English teachers. The questionnaire was administered to both the students and teachers. The data were analysed using the percentage, mean scores, the t-test and the One-way Analysis of Variance (ANOVA) statistical methods to test where applicable. From the analysis and discussion of findings, the researcher found that ICT facilities were not adequately made available to the oral English teachers in Kosofe LGA. More so, the available ones were not even put to adequate use by the teachers.

The findings of this study have indicated that none of the predictor variables of gender, school type and experience had a significant influence on English language teachers’ use of ICT facilities during the teaching-learning process. This showed that teachers in senior secondary schools seemed to be complicating the existing institutional crisis, owing to their insufficient understanding and non-application of relevant ICT facilities.

6.0 RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. The school administrators (principals and headteachers) should encourage government and private school proprietors to provide ICT facilities in their schools.
2. The school administrators should also encourage individuals and non-governmental organisations (NGOs) who are interested in supporting schools to donate ICT facilities.
3. The ICT facilities should be used during classroom interactions as they enhance all L2 learners' contact with the target language without necessarily going abroad to study.
4. ICT facilities should be made available in the language laboratory. With this, the students can interact with the native speakers of English on a first-hand basis. There is no doubt that these strategies and technologies will help them achieve proficiency in the use of the English Language.
5. There should be an urgent awareness on the use of ICT facilities in teaching and learning of Oral English in schools because they make teaching and learning more effective.
6. The staff and students should be adequately trained, free-of-charge, on the proper utilization of ICT facilities.
7. There should be a constant supply of electricity to secondary schools or some other alternatives for effective use of ICT facilities in case of power failure.
8. The students should be encouraged by their parents to use the technological resources available both at home and in school for effective spoken English practice. Among these resources are audio blogging, podcasting, videocasting, videoconferencing, and voice chat.

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