

ASSESSMENT OF TEACHERS' INTEREST, ATTITUDE AND MANAGEMENT SUPPORT TOWARDS UTILIZATION OF TECHNOLOGY-ASSISTED LANGUAGE LEARNING TOOLS FOR TEACHING ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN KANO STATE

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Abstract

The study investigated influence of teachers' interest, attitude and management support towards utilization of technology-assisted language learning tools in teaching English language in secondary schools in Kano state. The study was guided by three research objectives, questions and hypotheses. The study employed a descriptive survey design. The sample size of 152 teachers was determined using the Research Advisor (2006) sample size table from a total population of 227 teachers across three zonal education directorates in Kano state. The instrument for data collection used was technology integration language learning tool questionnaire (TILLQ) with reliability coefficient of .93 obtained through Cronbach Alpha reliability. Chi-square statistical tool was used to test the hypotheses. The findings revealed that there is a significant relationship between teachers' interest, attitude and management support and the integration of the technology-assisted language learning tools in teaching English language in Kano state. Based on the findings, the study recommended that government should take the necessary steps to integrate and implement TALL literacy among teachers of English in secondary schools.

Keywords: Technology-Assisted Language Learning Tools, Teachers, Interest, Attitude, Management support.

Introduction

The integration of technology into education has significantly transformed teaching and learning processes, particularly in the field of language education. Technology-assisted language learning tools (TALL) which encompass digital resources such as language learning apps, online dictionaries, virtual classrooms, and multimedia content, have become essential in supporting English Language teaching in secondary schools. These tools not only enhance students' engagement and motivation but also facilitate personalized and self-paced learning,

which are crucial for effective language acquisition (Erbaş, Çipuri & Joni, 2021). However, successful integration of TALL in the classroom largely depends on teachers' interest, attitude, and ability to effectively utilize these tools. Teachers' interest in using technology often influences their willingness to experiment with new tools and adapt their teaching practices. Furthermore, positive attitudes towards educational technology are linked to higher levels of confidence and competence in its use, which ultimately impacts students' learning outcomes (Ertmer & Ottenbreit-Leftwich, 2020).

Technology has become an integral part of daily lives and has revolutionized the way we teach and learn. With the increasing use of technology in the classroom, educators are exploring ways to integrate technology into teaching to enhance learning. Technology has become a significant part of human existence today and contemporary social practices, facilitating social and linguistic change. It plays a decisive role in human development, affecting education, work, and culture. Many individuals are users of at least one of the great technological tools, practices, and resources that may help improve language teaching and learning (Hanan, 2023). The new era of technological advancements naturally confronts the modern English teacher with new challenges and duties. More than ever, educators must acquire knowledge of computer-assisted language learning (TALL) practices, skills, and principles and adapt them to classroom settings to aid and facilitate English language education (Erbaş, Çipuri & Joni, 2021)

According to Altun and Ahmad (2021), technology refers to a learning task or instructional objective using technical processes, methods, or knowledge within the context of teaching and learning. The use of technology has grown to be incredibly commonplace and deeply ingrained in practically every human practice. Thus, teaching languages in the modern day without the use of new technology could lead to constrained virtual or artificial learning environments that fall short of meeting learners' demands and fail to meet goals. Moreover, advances in computer technology can enhance communication, transportation, healthcare, and countless other sectors. Technology-assisted language learning is an extraordinarily inclusive and comprehensive tool that supports all of the teaching approaches, both traditional and cutting edge that have been employed for decades to teach English to speakers of other languages as a foreign or second language. Ko (2017) viewed technology-assisted language learning as the application of electronic learning tools, including notebooks, personal computers, tablets, desktop computers, and smartphones. Nur (2023) explored the impact of technology in the context of teaching and learning English to students as their foreign language. At first, it analyzes the background of the evolving field of technology in English language learning. Second, it delineates the growth of English through technology. Third, it explained the various necessities of technology in learning English. After that, it highlights the possible disadvantages of technology. Next, it explained the importance of striking a balance between technology and traditional teaching and learning. Finally, the researcher concluded that a judicious and balanced use of technology has a positive impact on learning English language. Therefore, technology tools can be effective in improving the student's language and communication skills as the desired pedagogic outcome in the classroom.

TALL is gaining ground as it is perceived that the approach of various technology-assisted language learning such as mobile devices or computers has opened the opportunity for efficient language learning (Coşkun, 2020). The TALL concept in the scope of those studies leverages both computer-assisted language learning (CALL) and mobile-assisted language learning (MALL). CALL is a means of the learning process whereby the learner employs a computer to prepare and enhance their language learning abilities (such as writing, speaking, reading, and listening skills). (Coşkun, 2020). In today's world, the role of language is increasingly important. This system of communication has great potentials to enable human beings to exchange ideas and express desire (Babalola & Ayodele, 2022).

The main focus of this study is to access the influence of teachers' interest, attitude and management support towards utilization of technology-assisted language learning tools for improving the English language teaching and learning process in secondary schools. Some studies have examined the benefits and difficulties of using technology in education as well as in learning, and not much focus on the integration of technology in learning English, particularly, in developing countries (Ratna, 2023, & Hanan, 2023). In many secondary schools, particularly in developing countries, the extent to which TALL is effectively used varies widely. Factors such as inadequate training, limited access to resources, and resistance to change can hinder the utilization of these technologies (Albirini, 2006). Understanding how teachers' personal factors namely their interest, attitude, and actual usage affect the implementation of technology in English language teaching is essential for policymakers, curriculum developers, and education stakeholders seeking to improve language instruction through digital means.

Furthermore, the increasing dependence on traditional teaching methods despite the growing relevance of digital tools hampers the ability of students to fully develop the language skills necessary for the 21st century. According to recent studies, the gap between the availability of technology and its actual use in classrooms is widening, with a substantial number of teachers lacking the necessary digital competencies to effectively integrate these tools into their teaching (Adegoke & Ajayi, 2023). In addition, inadequate technological infrastructure in many schools for teachers is further complicates the effective integration of these tools. Many schools in Kano state face issues such as poor internet connectivity, lack of modern devices, and insufficient government support, which collectively hinder the effectiveness of TALL in English language teaching (Usman & Yusuf, 2023).

It appears that empirical studies on the integration of technology-assisted language learning tools in teaching English as a second language in Kano state, Nigeria has not been exhaustively studied. Conversely, most studies on technology-assisted language learning tools were carried out in developed countries (Chen, 2015 & Hanan, 2023). It is against this background that the researcher investigated the influence of teachers' interest, attitude and utilization towards technology assisted language learning tools in teaching English language in secondary schools in Kano state. The findings of this study will be of great significance to educational

stakeholders such as teachers, students, parents, educational planners, curriculum developers, community leaders, educational administrators, policy makers and government.

Objectives of the Study

The objectives of this study are to:

1. Assess the relationship between teachers' interest and utilization of technology-assisted language learning tools in teaching English language in secondary schools in Kano state.
2. Assess the relationship between teachers' attitude and utilization of technology-assisted language learning tools in teaching English language in secondary schools in Kano state.
3. Assess the relationship between management support and utilization of technology-assisted language learning tools in teaching English language in secondary schools in Kano state.

Hypotheses

The following hypotheses are formulated and were tested at 0.05 level of significance:

HO₁. There is no significant relationship between teachers' interest and utilization of technology-assisted language learning tools in teaching English language in secondary schools in Kano state.

HO₂: There is no significant relationship between teachers' attitude and utilization of technology-assisted language learning tools in teaching English language in secondary schools in Kano state.

HO₃: There is no significant relationship between the management support and utilization of technology-assisted language learning tools in teaching English language in secondary schools in Kano state.

Methodology

The study employed a descriptive survey design. The population of the study comprises teachers from eight (8) local government areas in Kano state; Fagge, Gwale, Dala, Nasarawa, Kano Municipal, Tarauni, Kumbotso, and Ungoggo senior secondary schools management board, and three zones were selected for the study, namely: (Dala, Gwale and Fagge zonal education directorates). The total population for the three selected zones is 227 for teachers. The sample was drawn using Research Advisor (2006) table for selecting sample size. 152 teachers were selected as sample. The instrument for data collection used was technology integration language learning tool questionnaire (TILLQ) with reliability coefficient of .93 obtained through Cronbach Alpha reliability. The instrument comprised of four sections A-D. Section A: teacher's interest which contains ten (10) items, section B attitude with eight (8) items, section C utilization with eight (8) items, section D management support with five (5) items, making the total items to be 31.

The items were structured in a modified Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), with apportioned rating of 4, 3, 2 and 1, accordingly.

In order to establish the validity of this instrument, it was validated by experts in curriculum and instruction, English language, educational technology and educational measurement and evaluation.

Results

H₀₁: There is no significant relationship between teachers’ interest and utilization of technology-assisted language learning tools in teaching English language in secondary schools in Kano state.

Table 1: Chi-Square tests of teachers’ interest towards TALL tools

	Value	df	Sig. (2-sided)
Pearson Chi-Square	2224.469 ^a	150	.000
Likelihood Ratio	607.810	150	.001
Linear-by-Linear Association	109.382	150	.000
N of Valid Cases	151		

From table 1 analysis, the p-value (0.000) < 0.05. The hypothesis which states that there is no significant relationship between teachers’ interest and utilization of technology-assisted language learning tools in teaching English language in secondary schools in Kano state is rejected. This means that, there is a significant relationship between teachers’ interest and utilization of technology-assisted language learning tools in teaching English language in secondary schools in Kano state. Teachers with higher interest are more likely to adopt TALL tools in English language instruction.

H₀₂: There is no significant relationship between teachers’ attitude and utilization of technology-assisted language learning tools in teaching English language in secondary schools in Kano state.

Table 2: Chi-Square tests of teachers’ attitude towards TALL tools

	Value	df	Sig. (2-sided)
Pearson Chi-Square	1778.973 ^a	150	.000
Likelihood Ratio	595.928	150	.001
Linear-by-Linear Association	125.464	150	.000
N of Valid Cases	151		

From table 2 analysis, the p-value (0.000) < 0.05. The hypothesis which states that there is no significant relationship between teachers' attitude and utilization of technology-assisted language learning tools in teaching English language in secondary schools in Kano state is rejected. This implies that, there is a significant relationship between teachers' attitude and utilization of technology-assisted language learning tools in teaching English language in secondary schools in Kano state.

H03: There is no significant relationship between management support and utilization of technology-assisted language learning tools in teaching English language in secondary schools in Kano state.

Table 3: Chi-Square tests of management supports towards TALL tools

	Value	df	Sig. (2-sided)
Pearson Chi-Square	1681.662 ^a	150	.000
Likelihood Ratio	631.481	150	.001
Linear-by-Linear Association	123.121	150	.000
N of Valid Cases	151		

From table 3 analysis, the p-value (0.000) < 0.05. The hypothesis which states that there is no significant relationship between management support and utilization of technology-assisted language learning tools in teaching English language in secondary schools in Kano state is rejected. This means that, there is a significant relationship between management support and utilization of technology-assisted language learning tools in teaching English language in secondary schools in Kano state.

Discussions of Findings

The study examined the relationship among teachers' interest, attitude, and management support, towards technology-assisted language learning (tall) tools in teaching English language in secondary schools in Kano state. The study found a significant relationship between teachers' interest and utilization of TALL tools. This finding aligns with the findings of Ajzen's (1991) Theory of Planned Behavior (TPB), which posits that interest influences behavior adoption. The finding of this study also agrees with that of Hubbard (2009), which revealed that teachers' enthusiasm and willingness to use technology play a crucial role in determining the success of TALL implementation. Similarly, the finding of this study is in line with the findings of Teo (2011) which revealed that teachers with high interest in technology adoption were more likely to integrate digital tools effectively in language teaching. This finding also aligns with that of Davis' (1989) Technology Acceptance Model (TAM), which asserts that perceived usefulness and ease of usage influences individuals' interest to adopt technology. Bax (2011) similarly found that teachers who perceive technology as beneficial in enhancing learning outcomes exhibit higher interest to integrate it into their teaching practices.

Furthermore, Wang & Lin (2013) found that teacher training and exposure to digital teaching methods significantly shape their interest toward TALL adoption.

The findings also indicated that teachers' attitudes has significant relationship with TALL utilization. This result is consistent with that of Kumar & Tammelin (2008), who found that teachers' perceptions and attitudes toward technology impact their willingness to use digital tools. Zhao & Frank (2003) also emphasized that positive attitudes among educators facilitate successful implementation of educational technology. The study shows that addressing teachers' skepticism and resistance toward digital tools could improve integration and utilization rates.

The study also found a significant relationship between management support and TALL utilization. This agrees with findings of Ertmer et al. (2020), which revealed that institutional support is a critical determinant of technology adoption in education. Tondeur et al. (2008) also found that schools with strong administrative backing, adequate infrastructure, and professional development programs exhibit higher levels of technology integration and utilization.

Conclusion

The study concluded that teachers' interest, attitudes and management support plays a significant role in the utilization of technology-assisted language learning tools for teaching English language in secondary schools in Kano state.

Recommendations

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

1. Government and other relevant stakeholders should be organizing awareness workshops and training for teachers to give them basic knowledge of technology in teaching English language.
2. The government should take the necessary steps to establish, develop and implement computer structures in secondary schools to improve TALL literacy and utilization among teachers.
3. Teachers of English should acquaint themselves with knowledge and skills of TALL tools to improve their lesson delivery.

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