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ICT Integration in Teaching English 2

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ABSTRACT

This study seeked to explore how the integration of ICT tools can contribute to the development of language skills, vocabulary acquisition, and overall language proficiency in Grade 2 pupils. It employed a descriptive survey design. The respondents are 20 Grade 2 teachers from the 24 public elementary schools in Sta. Lucia District, Sta. Lucia Ilocos Sur during the school year 2023-2024. The level of availability of ICT Materials used in teaching English 2, the level of ICT integration in teaching English 2 in terms of Microsoft Office, Google Docs, Google Sheets, Google Slides, and Google Meet, the extent of need of ICT tools in the teaching-learning process, and their relationship was determined. This study examines the utilization, availability, and perceived need for Information and Communication Technology (ICT) tools among teachers to enhance instructional effectiveness and engagement. Productivity software, especially Microsoft Office and Microsoft 365, emerged as essential tools, widely used for creating instructional materials, managing records, and calculating grades. Teachers reported moderate use of multimedia and graphics software like YouTube, with minimal use of video creation tools such as Kinemaster and Filmora, indicating limited integration of advanced multimedia in instruction. Communication tools like Facebook and Messenger were frequently employed, while educational communication platforms, such as Google Meet and email, saw less application. Educational software, including Quizlet, Grammarly, and Duolingo, had low to moderate utilization, revealing a potential gap in training and integration of these resources in classroom activities. Regarding ICT material availability, laptops, printers, and USB drives were widely accessible, although devices like LCD projectors and microphones were less readily available. Internet connectivity was generally accessible, but LAN infrastructure was only moderately available. Teachers expressed a high need for ICT tools to enhance student engagement through interactive activities, improve knowledge retention, and better motivate millennial learners through games and multimedia content. This study highlights the importance of addressing gaps in ICT resource training, access, and support to foster a more effective, engaging learning environment.This underutilization of advanced ICT resources represents a missed opportunity for enhancing interactive learning and student engagement. To address these gaps, the study emphasizes the need for targeted professional development focused on ICT proficiency, specifically in interactive and collaborative tools. Equipping Grade 2 English teachers with the necessary skills to utilize these tools effectively will facilitate improved instructional methods, foster better communication, and create more engaging learning environments for students. The study concludes that enhancing teachers' ICT capabilities is critical to fully realizing the potential of technology in primary language education. Based on the study's findings, several conclusions have been drawn regarding the integration of Information and Communication Technology (ICT) in education. First, teachers demonstrate proficiency in using basic productivity tools, such as Microsoft Office, but face challenges in employing more advanced multimedia and collaborative applications, including Kinemaster and Google Slides. Second, while certain hardware and network infrastructure are available, there remains limited use of collaborative and communication platforms, pointing to a need for more comprehensive training to support effective ICT utilization. Third, teachers recognize ICT's potential to enhance student engagement, concentration, and learning outcomes. However, existing gaps in access and proficiency prevent the full integration of these technologies into classroom practices. This study underscores the importance of targeted professional development to bridge these gaps and optimize ICT use in educational settings.In light of the study's findings and conclusions, several key recommendations are proposed to enhance ICT integration in education. First, targeted training programs should be implemented to equip teachers with skills in advanced multimedia tools, communication platforms such as Google Meet, and collaborative applications like Google Slides and Docs, thereby improving digital literacy and technology integration in instructional practices. Second, schools are encouraged to prioritize the provision of essential ICT resources, including LCD projectors, microphones, and smart televisions, to facilitate more interactive teaching. Third, conducting regular assessments of ICT needs and usage is recommended to ensure that teachers have access to appropriate tools and training aligned with evolving technological and pedagogical demands. Lastly, improving the availability and reliability of LAN connections and internet speed is essential to support ICT-driven teaching and collaborative efforts effectively.

INTRODUCTION

The 21st century is the age of technological development and this is reflected in all sides of life, including teaching and learning of English as a foreign language. The use of ICT is very common in their lives and in the learning and teaching process in the most of the developed world.In the ever-evolving landscape of education, the integration of Information and Communication Technology (ICT) has become a crucial aspect of enhancing teaching methodologies. This study focuses on the integration of ICT in teaching English for Grade 2 pupils, recognizing the pivotal role that technology plays in shaping the educational experiences of young learners. In recent years, there has been a global shift towards incorporating ICT tools in primary education. The utilization of ICT in teaching English at this stage holds immense potential for fostering an interactive and engaging learning environment. The traditional methods of teaching English often rely on rote memorization and repetition. However, the integration of ICT brings forth a dynamic approach, providing multimedia resources, interactive activities, and educational software that cater to diverse learning styles. It also develops pupils' skills and

capabilities to critically and intelligently seek, absorb, analyze, manage and present information.Integration of ICT (Information and Communication Technology) in teaching English 2 encompasses a comprehensive exploration of how technological tools can be effectively employed to enhance language learning experiences. This research area delves into the dynamic intersection between technology and language education, aiming to understand the multifaceted impacts and implications of integrating ICT into the teaching of English as a second language. In summary, integrating web-based and non-web-based tools in English language teaching combines the benefits of technology-driven resources with the tangible and interactive nature of traditional tools, ensuring a well-rounded and effective educational experience.In Sta. Lucia District, there was no research conducted gauging the impact of ICT integration in teaching English. The performance of both teachers and learners in English without the use of ICT can vary based on traditional teaching methods, resources and classroom dynamics. Teachers rely on conventional tools such as textbooks, printed materials and oral instruction to convey lessons. The study aimed to identify potential challenges faced by educators in implementing ICT tools and to propose strategies for overcoming these challenges. By investigating the integration of ICT in teaching English for Grade 2, this study aspired to contribute valuable insights that can inform curriculum development, teacher training programs, and educational policies. In a digital era, understanding the effective use of technology in the early stages of education is essential for preparing students with the skills they need for the future.One significant theory is Contructivism popularized by Jean Piaget and Lev Vygotsky as cited by Sharma and Shukla (2023). The study is grounded in the principles of constructivism, which posits that learning is an active, social process where individuals construct knowledge based on their experiences and interactions. The goal of instructing should be to portray how to do tasks instead of defining how to learn to do the task. According to constructivist theory, micromanagement of students is not an effective means of instilling learning. The main purpose of this study was to assess the level of integration of Information and Communication Technology (ICT) in teaching English 2 in Santa Lucia District. Specifically, it sought to answer the following sub-problems:What is the profile of English 2 teachers in terms of: age; educational attainment; number of years teaching English 2; and ICT trainings and seminars attended? What is the level of availability of ICT materials used in teaching English 2? What is the level of ICT integration in teaching English 2 in terms of:3.1 Microsoft Office – Microsoft Word, Microsoft Publisher, Microsoft Excel, Microsoft Powerpoint;Google Docs;Google Sheets;Google Slides; and Google Meet. What is the extent of need of ICT tools in the teaching-learning process? Is there a significant relationship between the profile of the respondents and their level of ICT integration in teaching English 2? Is there a significant relationship between the profile of the teachers and the extent of needs of ICT tools in the teaching-learning process? Is there a significant relationship between level of availability of ICT materials and the level of ICT integration in teaching English 2? What valid capacity training program may be implemented to upgrade the ICT integration skills of Grade 2 teachers?

METHODOLOGY

This study used descriptive research design. The descriptive survey research design was utilized for its effectiveness in conveying reality by gathering detailed factual information that describes existing situation at a particular time.This research design was sought to solicit information by asking respondents questions about their perceptions, skills, knowledge and attitudes towards ICT. The responses were given in writing. This design was appropriate in this study because it enabled the researcher to collect data from the respondents through the use of a validated questionnaire.The respondents of this study consisted of 20 English public elementary teachers schools in Sta. Lucia District during the school year 2023-2024 which is a total enumeration.

The researcher used a questionnaire to gauge the profile of the respondents. The following statistical tools were used to describe the data descriptively and statistically. For sub-problem number 1, frequency count, rank order and percentage were employed to describe the profile of the respondents. For sub-problem number 2, 3, 4 and 8, rank order and average weighted mean were used to gauge the level of availability of ICT materials, level of integration of ICT in the teaching-learning process and extend of need of ICT tools in teaching English 2.

RESULTS AND FINDINGS

As to age, the data represents the age distribution of Grade 2 teachers. The group is composed of 20 individuals, with the majority (45%) being in the 51-55 age range. This means that the teachers are predominantly older and with nearly half of the group. There is also a noticeable presence of individuals in the 41-45 (20%) and 56 above (10%) age brackets. These age groups also show significant representation, telling that the group is composed of seasoned professionals with a wealth of experience. The concentration of teachers in the older age groups imply that the profession or role in question values experience and seniority. The data present the highest educational attainment of the Grade 2 English teachers in Sta. Lucia District. The majority (85%) have earned some graduate-level education, specifically having units toward a Master's degree, but have not yet completed the degree. This means that teachers are actively pursuing advanced education but have not yet completed their degrees. The data implies that there is a strong inclination toward professional growth and development, there may be challenges or limitations preventing the full realization of this potential. Further, the high percentage of individuals with only units completed implies that while these professionals value advanced education, external factors might be hindering their progress. It may also reflect a workplace culture that values ongoing education without necessarily requiring the completion of degrees for career advancement. The overwhelming majority of teachers with 10 years or more of experience likely means that the teaching methods and strategies employed are well-honed and rooted in years of practice. This reflects also a stable and experienced teaching workforce, which is generally positive for maintaining high teaching standards and consistency in instructional methods and strategies. The dominance of teachers with over 10 years of experience implies that current teaching practices are deeply entrenched. Reflects that majority of ICT (Information and Communication Technology) training for Grade 2 elementary teachers of Sta. Lucia District occurred at the school level, with fewer teachers participating in trainings The data imply that most ICT training for teachers are concentrated at the school level. This likely reflects a focus on localized, practical training that is directly relevant to the specific technological needs and resources of the individual schools. School-level training may be more accessible and tailored to the immediate environment in

which teachers operate, making it a preferred or more frequent option. This is usually done and launched by school administrators after gauging the teachers' needs in retooling their ICT integration skills. The overall mean for the level of availability of ICT materials along Hardware in teaching English is 3.18 (Highly Available). This means that there is a reasonably good access to hardware materials required for teaching English. However, there is disparity in the availability of some hardware ICT materials reflecting difficulties in resource distribution across schools. Likewise, it is inferred that there is a need to ensure that all schools have access to essential ICT tools which is crucial for providing a consistent quality of education and supporting effective teaching practices.

The internet connection was rated 3.95 (Highly Available) making it the most available network infrastructure, whereas the LAN infrastructure was rated 2.65 (Moderately Available), showing moderate availability. The data reflect that while internet connectivity is relatively reliable in most educational settings, the LAN infrastructure is less developed. Internet access is vital for many educational tasks, such as accessing online resources, educational apps, and remote learning platforms. Further, the high availability of internet connectivity supports the use of web-based resources, online platforms, and digital content in teaching English 2. This implies that teachers and learners can access a variety of online materials, collaborate in real-time, and communicate more effectively.

The data show that Microsoft Office has the highest availability at 4.40, while Microsoft 365 follows closely with 4.35, reflecting the importance and integration of these productivity tools in the teaching-learning process of Grade 2 teachers in teaching English. The high availability of both Microsoft Office and Microsoft 365 demonstrates that educators have consistent access to essential tools for productivity, communication, and classroom management. This access facilitates various teaching tasks such as creating lesson plans, managing grades, and preparing instructional materials, which are critical for efficient teaching and learning processes. The availability of these productivity tools allows teachers to streamline administrative tasks, create engaging instructional materials, and maintain student records. The overall mean of 2.55 (Slightly Available) for graphics and multimedia software underscores a significant gap in the availability of creative multimedia tools in teaching. This means that teachers in Grade 2 English are not fond of using graphics and multimedia in the classroom teaching. This suggests that while some tools like YouTube are highly accessible, others, such as Adobe Photoshop, Movie Maker, Kinemaster, and Filmora, are not as readily available to teachers. The slightly available rating indicates that the use of advanced multimedia editing and creation tools is limited, and educators may not have regular access to or proficiency with these programs. The data points out a gap in creating original multimedia content. This may restrict teachers' ability to design engaging, interactive lessons that appeal to diverse learners. This implies further that educators might need additional training in graphic and multimedia software. These tools can enhance instructional materials, but without sufficient access and training, teachers are less likely to use them effectively. The data shows that Facebook and Messenger were very highly available with a rating of 4.80 and heavily used for communication purposes. They provide a fast, convenient way for teachers to interact with students, distribute information, and create a more informal learning environment. Their ease of use and broad accessibility make them popular choices for real-time communication, feedback, and community-building. The very high availability of communication tools such as Facebook and Messenger helps enhance teacher-student interaction outside of the classroom. These tools can bridge the communication gap, allowing for real-time responses to queries and more flexible interaction, which is crucial for fostering a collaborative learning environment. The entertainment software has an overall mean of 2.60 (Slightly Available) indicating that these tools are only marginally accessible to teachers in the context of teaching English. This low level of availability suggests that teachers may not prioritize or rely heavily on entertainment software for instructional purposes. Likewise, Media players can be used to play audio recordings, videos, or other interactive media that can make lessons more dynamic, especially in language learning, where listening to native speakers and watching cultural media are valuable. Further, entertainment software, while useful for enhancing multimedia lessons, is not central to the core tasks of teaching English.

Educational videos are highly available to teachers with a mean rating of 3.75, indicating that this resource is widely accessible in the school system. Teachers likely rely on videos as a visual aid in explaining difficult concepts or enhancing student engagement. The means that schools recognize the importance of multimedia in supporting different learning styles, particularly for visual and auditory learners. It shows an effort to incorporate diverse instructional materials that can cater to various student needs. The integration of educational videos can improve student understanding of complex topics, increase engagement, and make learning more enjoyable. Google Chrome, with a mean score of 4.60, is very highly available, indicating widespread access to and use of this browser among teachers and students. This suggests that Chrome is the preferred browser for both everyday internet browsing and educational purposes. The data reflects its dominance as the primary web browser due to its speed, compatibility with various online tools, and user-friendly interface.

The data reflects the level of ICT integration in teaching English using Microsoft Office tools among Grade 2 teachers. The mean ratings indicate the frequency or extent to which these tools are used in specific teaching tasks. Three (3) indicators got a mean rating of 3.50 described as highly integrated, they are as follows; Utilization of Microsoft Office for Instructional Materials; Presentation of Lessons, and Computation of Grades. This indicates that Grade 2 teachers frequently use Microsoft Word, Excel, PowerPoint, and Publisher to create instructional materials, often use Microsoft Office tools to present lessons to learners, and consistently use Microsoft Excel to compute grades and evaluate learner performance. The high mean ratings across most tasks indicate a strong reliance on Microsoft Office tools for various teaching activities. This means that teachers are comfortable and proficient in using these tools, which have become integral to their instructional practices. In general, the overall mean score of 2.69 (Moderately Integrated) indicates that teachers are using Google Docs to a moderate extent in their teaching practices. Specific tasks such as customizing assignments and accessing/editing documents show relatively higher utilization, while activities such as collaborating with learners in real-time and using Google Docs for submission and feedback have lower ratings, indicating less frequent use. The data reflects that Google Docs is being moderately used by teachers, particularly for document management and customization of assignments. This means further that while teachers are comfortable with using Google Docs for basic tasks, they may not be fully aware of or trained in its collaborative functions, which could enhance student engagement and streamline instructional tasks.

The overall mean score of 3.00 (Moderately Integrated) means that Google Sheets is moderately integrated into teachers' workflows, especially for tasks involving data management, assessment tracking, and grading. Further, Google Sheets is valued by teachers for its utility in organizing, recording, and analyzing data, particularly when it comes to assessments and learner progression. It is used as a digital alternative to traditional grading sheets, and its ability to quickly record and edit information makes it a convenient tool for classroom management. The data indicates a need for professional development in using Google Sheets not only for data management but also for more interactive and dynamic classroom strategies. The study of Bennett and Hargrove (2023) found out that teachers frequently used Google Sheets for tracking student assessments and maintaining class records, noting that it provides a reliable and easy-to-use platform for data organization. This aligns with the moderate usage scores in your data, particularly in recording observations and organizing information.The overall data for Google Slides utilization by teachers shows moderate usage across various tasks, with mean ratings ranging from 2.75 to 2.85. The highest score is for using Google Slides to produce collaborative projects (2.85), while the lowest is for using it to construct formative assessments (2.75). This indicates that teachers moderately engage with the platform, particularly for collaboration and interactive content creation, but may not fully explore its assessment and evaluation potential. The integration of Google Meet by teachers, based on the indicators provided, shows a Fairly Integrated (FI) to Poorly Integrated (PI) level of use. The individual scores range from 1.75 to 2.40, with the highest score for conducting and joining meetings (2.40) and the lowest score for virtually meeting learners to teach lessons (1.75). The highest score of 2.40 for conducting and joining meetings means that teachers are more comfortable using Google Meet for professional meetings with colleagues or administrators. This implies that Google Meet is viewed as more of a communication tool for internal purposes rather than a teaching tool. Teachers are using Google Meet more for conducting and joining meetings rather than for instructional purposes. This reflects a trend where the platform is seen more as a tool for administrative communication rather than a core part of the teaching toolkit. While useful for meetings, its potential for creating a robust online learning environment remains untapped. This supports Benson and Rogers (2022) study that teachers often use platforms like Google Meet more for administrative tasks than for direct instruction. Their study corroborates the lower usage of Google Meet for teaching lessons, as seen in the data. They attribute this to a lack of comfort with technology, limited training, and preference for traditional methods.

CONCLUSIONS AND RECOMMENDATIONS

In the light of the findings, the following conclusions are drawn:The teachers have diverse background and have varied skills towards ICT integration. The accessibility and availability of ICT materials in teaching English 2 is helpful in reaping quality education and academic success. The integration of collaborative tools, google meet and the like is wanting. Teachers are proficient in using basic productivity tools like Microsoft Office, but there is a gap in the use of more advanced multimedia and collaborative tools like Kinemaster and Google Slides. Teachers recognize the value of ICT in improving student engagement, focus, and learning outcomes yet, there is a tremendous need of ICT tools felt by the teachers. Age is an influential factor in ICT integration as teachers ought to adapt and utilize to achieve quality instruction. There is no significant relationship between the profile of teachers and the extent of need of ICT tools. Despite the availability of certain hardware and network infrastructure, many teachers are not fully utilizing collaborative and communication platforms, indicating the need for more comprehensive training in these areas. A capacity training program is relevant anf timely to upgrade the ICT integration skills of the teachers. Based on the findings and conclusions, the following recommendation are hereby offered by the researcher: Tenured teachers are encouraged to intensively learn ICT integration by attending and earnestly participating in different seminar workshops and trainings. The different ICT hardware and software should be familiarized by the English teachers and utilize them in their instruction.

The ICT integration is a must to all English teachers to employ and an immediate adaptation and employment of it is imperative and crucial. Schools should prioritize increasing the availability of essential ICT tools, such as LCD projectors, microphones, and smart televisions, to better support interactive teaching methods. School administrators are encouraged to implement targeted training programs for teachers focused on the use of advanced multimedia tools, communication platforms such as Google Meet, and collaborative tools such as Google Slides and Docs to improve digital literacy and integration in teaching. The accessibility of LAN connections and a reliable and fast internet to support ICT-based teaching strategies and collaboration should be ensured.The level of availability of ICT materials highly influence the level of ICT integration in teaching English 2. It is encouraged that the developed training program for teachers to hone the ICT integration skills of teachers should be implemented by the school authorities.

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