

The availability and use of Information and Communication Technology tools for teaching and learning English as a Second Language in Eswatini primary schools

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Abstract

This study sought to establish the availability and the use of Information and Communication Technologies (ICTs) in schools. The purpose of this study was to establish which Information and Communication Technology (ICT) tools were available for use by teachers in the teaching and learning of English as a second language (ESL). The study adopted an interpretive research paradigm where a qualitative research approach and a multiple-case study design was used. The study was conducted in three purposively selected Eswatini primary schools. Teachers and learners were purposively sampled.

Open ended questionnaires were used to collect data from teachers, classroom observation and focus group discussions were used to collect data from learners. Thematic analysis was used to analyse data collected from the research participants. The findings of the study revealed that teachers do use ICT tools to search for information in preparation for lessons. The main conclusions of the study were that ICT tools are available but are inadequate and inaccessible to teachers and learners most of the times. It was recommended that more ICT infrastructures should be put in place for more practice and utilization during English lessons and that English teachers should be encouraged to use ICT tools in teaching learners.

Key terms: *information technology, communication technology, digital systems, primary school, English language and second language*

Introduction

Knowledge in Information and Communication Technology (ICT) is necessary to life in our modern society (Rabah, 2015). To prepare learners to be literate lifelong learners and global citizens of the first 21st century, successful integration of ICTs into both the English curriculum and English pedagogical practices is necessary (Ul-Amin, 2013). ICTs are valuable tools to enhance teaching and learning. According to Firmin and Genesi (2012) for teachers ICTs are professional resources, models of classroom delivery, and sources of valid and valuable text types. They further stated that for learners, ICTs provide opportunities to communicate more effectively and to develop literacy skills. ICTs are valuable tools for researching, composing and responding and viewing and representing English.

Information and Communication Technologies can enrich teaching and learning through its vibrant, interactive, and engaging content; and can provide real opportunities for individualised instruction (Ul-Amin, 2013). ICTs presents a powerful learning environment for learners in the classroom and this has led to many countries making investments in ICT integration (Hismanoglu, 2012). Learners encounter ICTs in many areas of their lives and it is essential that teachers provide them with the opportunities to explore the ICTs and encourage them to use them as learning tools. Using ICTs in the classrooms enable English teachers to tap into the learning style and the dominant youth culture.

Background of the study

ICT is a powerful tool in enhancing the teaching and learning of English. ICTs are a professional resource that is most effective when embedded in the curriculum, and integrated into units of work (Davies, 2013). Kandasamy and Shah (2013) revealed that research findings over the past 20 years show some evidence of the positive influence of ICTs in students learning. English teachers can take advantage of Information and Communication Technologies in the teaching and learning of English as a Second Language by ensuring that learners use ICTs as an integral part of lessons. This provides both content and a meaning for the ICT activity (Livingston, 2012).

UNDAP Swaziland Country Report (2016-2020) states that, in the Kingdom of Eswatini, His Majesty, King Mswati III, through the Government of Eswatini has laid down a vision that is aimed at improving the lives of the people in the country which has come to be known as vision 2022. Mndzebele and Lukhele (2018) concur with this stating that this Vision is

actually a national economic strategy which was adopted by the Government of Swaziland and is formally referred to as the National Development Strategy. The strategy's vision, among other things, states that in 2022 the Kingdom of Eswatini will be among the top 10% of the medium human development group of countries.

The Ministry of Education Report (2012- 2013) relates that, in the Kingdom Eswatini an initiative by the Ministry of Education to integrate technology to support instruction has been the focus of current educational policies and strategic plans. Essentially, the strategic plans require institutions of higher learning to restructure their curriculum to accommodate technology. Thus, in teacher education colleges, the Ministry of Education built computer laboratories and installed over 40 computers in each college's computer laboratory as a way of implementing the strategic plan, and these computer laboratories are used as Information and Communication Technology centres (Ministry of Education Report, 2012- 2013).

Availability and accessibility of ICT tools

For teachers and students, the availability of modern computers, peripherals, networking and resources within an increasingly diverse range of technologies is an essential part of learning and teaching in the 21st century. ICTs constitute an input in the student learning process that should help produce better learning output. The availability of ICT resources can enhance learning by making education less dependent on differing teacher quality and by making education available at home throughout the day (Mbwesa, 2012).

Bonnet (2013) argues that the use of ICT can positively transmit knowledge to students. Furthermore, the availability and use of ICT can help students exploit enormous possibilities for acquiring information for schooling purposes and can increase learning through communication (Beck, Evan & Riel, 2009). The availability of technology provides increased learning opportunities in the classroom (Williams, 2010). The availability of ICT tools in Eswatini primary schools is likely to increase learning opportunities for English Language Learners.

According to Ngwu (2014), most ICT tools are not adequately available in schools. This therefore implies that, even though teachers are adequately trained and willing to impart the knowledge they have to students, they are blocked from doing so by this lack of technological equipment and laboratory facilities. The same research revealed a low extent utilization of ICT resources and related technologies in the schools under study. The research

recommended provision of funds for procurement and maintenance of ICT resources, ensuring existence of functional computer laboratories, consistent power supplies in schools and provision of in-house training for teachers so that they keep in touch with the developments in ICT and related technologies.

Egomo, Enyi, and Tah (2012), in their research paper titled: availability and utilization of ICT tools for effective instructional delivery in tertiary institutions in Cross river state, revealed that the availability of ICT tools for effective instructional delivery is relatively low, except for laptops, multimedia projectors and internet facilities. They went on to argue that this affects the quality of graduates produced from these institutions. The research recommended that ICT tools should be availed in institutions of learning, teachers should make an effort to acquire these tools since they are an integral part of instruction delivery, government should come up with appropriate ICT policies and workshop training programmes for teachers should be organized among teachers at all levels of education. Adedeji (2011) suggested that governments should invest in provision of ICT resources to schools for training because the findings of his research revealed that most ICTs available in schools were being utilized for administrative purposes.

A research conducted by Kiptalam and Rodrigues (2011) revealed that the use of ICTs and related technologies is still at an early stage of development and implementation. They noted that while the pace was slow in other schools, in some there was a faster absorption rate to the extent of some schools developing electronic content for their teaching and learning. Such material is available in CDs and DVDs.

Samuel and Bakar (2006) in their research paper titled: the utilization and integration of ICT tools in promoting English language teaching and learning: Reflections from English option teachers in Kuala Langat District, Malaysia, revealed that there are insufficient laboratories in schools, internet is erratic, there are limited computer facilities for teachers, no central databases are used and no learning management systems are available for purposes of electronic learning. The research also revealed that there is insufficient courses and training, the teachers are not adequately trained, poor ICT integration, CD ROMS not working and never used, poor support from administration, negative attitude from teachers and lack of technical support skills from the laboratory technician. Generally the research proved that lack of infrastructure facilities is one of the many causes of poor ICT integration in schools. It is this researcher's view therefore that ICTs are neither adequately available nor being fully

utilized in schools globally. In some cases resources are available, but not being fully utilized, but generally a lot needs to be done to improve the current scenario if schools are to fully benefit from the development and growth of ICTs and related technologies.

The Use of Information and Communication Technologies in schools

Technology has a potential to yield strong results in the classroom. The internet and many other forms of Information and Communication Technology have changed the teaching and learning methods in schools globally, and current literature has identified Information and Communication Technology as an effective means to help students in primary schools enhance their knowledge significantly (Becta, 2013; Hall, 2010; Kalas, 2010). In most developed countries such as UK, schools have embedded the use of ICTs in teaching and learning into the curriculum and demonstrate high level of effective and appropriate use to support teaching and learning Organization for Economic Cooperation and Development, (OECD, 2004).

In countries such as, Britain, Canada, the United State of America, English is the mother tongue and modern technology has made the teaching of English as a mother tongue easy, exciting and interesting (Earle, 2012). The use of Information and Communication Technologies enhances English Language competence as well as the quality of learners' experience. It allows learners to learn more autonomously and thereby raises self-esteem and confidence. Technology also helps students to perform better in language learning than in regimented traditional classroom learning (Simelane & Mji, 2014).

The rapid growth of the global economy and the information based society has pressurized education systems round the world to use ICTs to teach the knowledge and skills they need in the 21st Century (World Bank, 2004). The growth of the ICT sector has challenged teachers to prepare for effective use of the new teaching and learning tools in their teaching profession (UNESCO, 2006). (Laferreire, Breuleux & Bracewell, 2009) argue that there are significant benefits of using ICTs as part of teaching and learning process as long as teachers recognize the relationship between the use of ICTs and overall curriculum. (Haddad & Draxler ,2008) point out that different ICTs do make some valuable contributions to various parts of educational development and effective learning through expanding access, promoting efficiency, improving the quality of learning, enhancing quality teaching and improving management systems.

Many countries are exploring the potential of Information and Communication Technology as a means of improving and enhancing the learning of the e-generation as well as achieving efficiencies in classroom instructions (Khambari, Luan & Mohd Ayub, 2010). This approach is necessary because research has shown that learners in the 21st century easily get bored in the classroom if only the traditional teaching methods only are being used, thus there is need to integrate ICT into English teaching. These learners are friendly with computers and cell phones thus teachers should find new digital teaching aids to teach the students with (Jadagesan, 2013).

In German, twenty years ago, students would plead for the blackboard not to be erased as they painstakingly tried to keep up but today they can quickly save information in digital form. Today their classrooms are characterised by whiteboards, there is no need for teachers to set up equipment's or leave the classroom for computer room. Students' research, study for test on the Net and also teachers use digital media to prepare their lessons. Smart phones, notebooks, tablets and computers are an integral part of daily life for mostly young Germans these days (Pascopella, 2011).

In Europe, appropriate use of Information and Communication Technology in school education is considered a key factor in improving quality at this educational level. The European Commission is promoting the use of Information and Communication Technology in learning processes through its e-learning Action Plan. One of the aims which is to improve the quality of learning by facilitating access to resources and services as well as remote exchange and collaboration (Kennewell, 2010).

Many developing countries in Africa are living in a world of technological deficiency, that is, lack of access to knowledge that is learnt via the internet (OECD, 2009). Additionally, if Africa aims to better prepare its citizens for the challenges of the 21st century, it must also foster thorough integration of ICT in order to tap new, attractive, promising and diversified potentials. In cognizance of the critical opportunities accorded by ICT in service delivery as well as teaching and learning, the governments of many Africans countries have over the years invested heavily in the requisite ICT infrastructure (OECD, 2009).

In Zimbabwe for instance, there has been an increased realization by schools and individuals of the role of technology in the economic development (Turner, 2005). Computer literacy education is supported by the Ministry of Education through Zimbabwe Computer

Applications Programme Syllabus. This body is concerned with the expansion of computer literacy in schools in both primary and secondary level.

In Swaziland, His Majesty, King Mswati III, through the Government of Swaziland, has laid down a vision that is aimed at improving the lives of the people in the country which has come to be known as vision 2022. This Vision is actually a national economic strategy which was adopted by the Government of Swaziland and is formally referred to as the National Development Strategy. The strategy's vision, among other things, states that in 2022 Swaziland will be among the top 10% of the medium human development group of countries.

The education system is one of the areas expected to transform from the present traditional setup towards a technical and vocational orientation. ICT has thus been identified as an important role player in facilitating attainment of the development goals. Thus the Government came up with a National ICT policy known as the National Implementation and Communication Infrastructure Implementation Plan (NICI policy) (Isaacs, 2007).

The Ministry of Education and Training took major initiatives to introduce technology to support instruction in schools, colleges, and universities. These initiatives have been realized in many forms. (Ministry of Education Report, 2010). For instance, UNESCO, the Swaziland Computer Education Trust (CET), and the Open Society Initiative for Southern Africa (OSISA) donated computers to schools, with the aim of improving education and overall instruction in Swaziland. CET installed 20 computers in 40 schools and provided technical support for each school (National Implementation and Communication Infrastructure, 2016). These computers have been used to support both teaching and learning in the recipient schools. The Ministry of Education have supplied computers to over 155 secondary and high schools.

In an initiative by the Ministry of Education to integrate technology to support instruction has been the focus of current educational policies and strategic plans. Essentially, the strategic plans require institutions of higher learning to restructure their curriculum to accommodate technology. Thus, in teacher education colleges, the Ministry of Education built computer laboratories and installed over 40 computers in each college's computer laboratory as a way of implementing the strategic plan, and these computer laboratories are used as Information and Communication Technology centres (Ministry of Education Report, 2010).

Statement of the problem

It has been observed that teaching and learning of English as a Second Language in Eswatini primary schools is still at the level of “chalk and talk method” which is the traditional method of teaching. It also involves the face to face approach to teaching and learning of English where the teacher sees himself as the centre point of teaching (Akude, & Ajuzie, 2011). The teacher does all or most of the talking in the classroom; the learners are passive, have little or no control over the flow of information and are reduced to copying notes. Students and teachers still depend on text books information. Furthermore, it is observed that many teachers and learners of Eswatini primary schools are yet to fully utilize ICTs for teaching and learning of English as a Second Language, hence the researchers decided to assess the availability and use of ICT tools in teaching and learning of English as a Second Language in Eswatini Primary schools.

Purpose of the study

The purpose of the study was to describe the current state of the availability and use of ICT tools in teaching and learning of English as a Second Language in Eswatini Primary schools.

Objectives of the study

The objective of the study were to

- determine the availability of ICT tools for teaching and learning of English as a Second Language in Eswatini primary schools
- examine the use of ICT tools for teaching and learning of English as a Second Language in Eswatini primary schools.

Theoretical framework

This study is underpinned by the diffusion of innovations theory (Rogers 2003). The diffusion process can be defined as “the spread of a new idea from its source of invention or creation to its ultimate users or adopters” (Rogers 2003: 13). This means that with inventions in ICTs in the outer world, teachers and learners in schools should be seen to be utilising such invention in enhancing teaching and learning. According to Rogers (2003), there are five categories into which adopters fall based upon their innovativeness: laggards, late majority, early majority, early adopters, and innovators. Teachers and learners should adopt ICTs, despite the different levels and paces of adoption, to ensure that schools do not lag behind developments in the world if they are to effectively prepared learners for life after school.

The diffusion of innovations theory can be linked back to teachers' computer literacy, access to and use of technology. By analysing prior research related to technology, certain indicators are present that indicate shifts between the five categories of adoption: laggards, late majority, early majority, early adopters, and innovators (Rogers & Shoemaker 1971).

Research Methodology

The research paradigm and methodology used in this study was guided by the research objectives which were to determine the availability of ICT tools for teaching and learning of English as a Second Language in Eswatini primary schools and to examine the use of ICT tools for teaching and learning of English as a Second Language in Eswatini primary schools. The research process, data collection procedures and data analysis procedures are highlighted.

Research Paradigm

The study was located in the interpretivist research paradigm. Interpretivists' researchers use professional judgments and perspectives in the interpretation of data (Hamilton and Corbett-Whittier, 2013). Hesse-Biber and Leavy (2010) state that the interpretive perspective epistemologically believes that social meaning is created during interactions, implying that different social actors may, in fact, understand social reality differently, producing different meanings and analyses. The researchers in this study interacted with the teachers and learners to attain information on the availability and use of Information and communication technology tools for teaching and learning English as a second Language in primary schools

Research Approach

The study was conducted within the qualitative research approach. Qualitative research approach is concerned with "*understanding how people interpret their experiences, how they construct their world, and what meaning they attribute to their experiences*" (Merriam, 2009, p. 5). Qualitative researchers attempt to describe and interpret human phenomena, often in the words of selected individuals (the participants) (Merriam, 2009). This approach was relevant to the study in that through the qualitative approach an explanation on the availability and use of Information and communication technology tools for teaching and learning English as a second Language in Eswatini primary schools was revealed.

Research Design

In this study, the multiple case study design was used to produce detailed descriptions of the availability and use of Information and communication technology tools for teaching and

learning English as a second Language in Eswatini primary schools. Yin (1994) emphasized that multiple cases strengthen the results by replicating the patterns thereby increasing the robustness of the findings. Baxter and Jack (2008) concur with Yin (1994) by stating that multiple case study design enables replication (by the use of more than one case) to independently confirm emerging constructs and identify complementary aspects of the phenomenon under investigation by analysing within and across settings which can be beneficial in understanding the issue under study. The researchers chose to engage the teachers and learners to attain information on the availability and use of Information and communication technology tools for teaching and learning English as a second Language in Eswatini primary schools.

Population

A population in a research context is any target group of individuals that have common characteristics that have information relevant to the researcher concerning the study in question. Landreneau (2012:1), views a population in a research context “... *as any target group of individuals that has one or more characteristics in common that is of interest to the researcher for purposes of drawing conclusions.*” In this study, English and learners working with technological tools in teaching and learning English were chosen.

Data Collection Instruments

There are multiple methods for collecting data for qualitative research. In qualitative research, interviews, observation, document analyses, are some ways of collecting the intended data (Bryman, 2016). Similarly, Yin (2009) discusses six commonly used sources of evidence in a case study research namely: documentation, archival records, interviews, direct observations, participant-observation and physical artefacts. In this study on the availability and use of Information and communication technology tools for teaching and learning English as a second Language in Eswatini primary schools, questionnaire guides, classroom observations, and discussion guides for focus group discussions (learners) were the data gathering methods employed (Porter, 2007).

Data analysis procedure

Thematic analysis was employed to analyse data from semi structured interviews, and questionnaires. A thematic framework was developed, and refined. Thematic analysis is a pragmatic approach to qualitative analysis that involves searching for patterns or themes across an entire data set (Nowell, Norris, White, & Moules, 2017). By using thematic analysis, there is the possibility to link the various concepts and opinions of the learners and

teachers and compare these with the data that has been gathered during the literature review. The thematic framework was applied systematically to code all data collected from questionnaires, and revised to incorporate new emergent codes and themes from class observations as appropriate.

The themes/research questions were then used as sub topics under which the discussions were done. Mostly the teachers and learners responses were quoted verbatim. The direct quotes from the teachers and learners make the reader to feel like he/she was also at the site when the data were collected (Thomas & Nelson, 2010).

Data analysis and discussions

The analysis of data was based on the two main research questions that the study intended to answer, and these were: what are the available ICT tools for teaching English as a second language in Eswatini primary schools? And how do teachers use ICT tools in teaching of English as a Second Language in Eswatini primary schools? Also participants were assigned numbers.

ICT tools in teaching and learning of ESL

Upon inquiry about ICT tools used in teaching English as a Second Language in their classes, most of the respondents indicated that the ICT tools commonly used in their schools to facilitate teaching and learning of English as a Second Language are: computers, projectors, tape recorders, radios, internet and printers.

Teacher number 2 explained that:

Computers, radios, tape recorders and one projector which we all share are available at my school. Sometimes I prepare my lessons using Power Point, putting it on slides and present to my students using overhead projector when I have reserved it earlier.

Similarly, teacher number 15 listed: computers, a scanner, a printer, radio, speakers, microphones and a projector as ICT tools available.

Learners through focus group discussion concurred with the teachers. Learners mentioned that computers, radio, tape recorders, speakers, microphones, projectors, scanners and printers are some of the ICT tools available in the school office and computer laboratory but for teaching and learning of English as a Second Language, computers, radios, tape recorder, teachers laptop and projectors are used.

This was supported by classroom observations where the researcher noted ICT tools used in teaching and learning of English in some schools included: radio, tape recorder, laptops, computers and projectors. Printers and scanners are available in the schools administration offices

These results suggest that primary schools studied have a variety of ICT tools for teaching and learning English as a Second Language. This is in line with Blurton (2010) who defined ICT as a diverse set of technological tools and resources used to communicate, create, disseminate, store and manage information. These technological tools include computers, the internet, broadcasting technologies (Radio and Television), and (Mobile) telephony.

Access, availability and adequacy of ICT tools

Availability of ICT tools can help learners exploit enormous possibilities for acquiring information for schooling purposes and can increase learning through communication (Riel, 2011). When the teachers were asked whether access to ICT tools and techniques in school was available and adequate for use in teaching English as a Second Language. Most teachers disagreed on the adequacy of the ICT tools available in the schools for teaching of English as a Second Language. The researcher got various answers. Teacher number 4 from focus group number 2 expressed that:

Though available, the computers are not enough for all learners due to large enrolment in my school. As such during English lessons learners have to share computers, thus making it difficult sometimes for learners to do individual work due to the number of computers available (1 computer : 5 learner).

On the same note, teacher number 10 pointed out that she has little knowledge about ICT tools:

I have little access to computers due to the little knowledge I have about them. I cannot confidently use them in English teaching even though they are available in my school because I have never been trained. But they are limited, not every learner can operate his/her computer during a lesson. They have to share.

Similarly, teacher number 3 also shared the same sentiment that:

ICT tools are not accessible. There is internet in the school but it is only connected to the IT teacher's computer and not to learners' computers in the school computer laboratory. The problem is that I cannot use IT teacher's computer because one has to seek permission and assistance from her because of the little ICT knowledge I have. So I decided not to use ICT tools for teaching English.

Learners also agreed with the teachers that indeed ICT tools are available in their schools but to a limited extent and also stated that these tools are not easily accessible for them since they are stored in a lockable room called the computer lab which is controlled by the IT teacher.

Learner number 28 stated that:

There are computers in my school but there are not enough, when given an assignment we are usually grouped in groups of five. Some of us do not even get a chance to touch the computer.

Similarly, learner number 24 shared similar sentiment as that expressed by learner number 28 and stated that:

ICT tools are available in the school and are kept in the computer lab which is always locked. Even if one can come early to complete home works at school, it is not easy to access the ICT tools since computer teacher does not come early.

Learner number 5 stated that:

In my school internet connectivity has been cut off because the school has not been able to pay access fees and sometime the school fail to pay electricity bills.

Through classroom observation, the researcher gathered that some schools are resourced with ICT tools such as computers which are stored in computer laboratories. The computer laboratories are under the control of one IT teacher. The challenge noted by the researcher is that, the language teachers are not interested in using the laboratory because to use ICT tools they have to seek for permission from the IT teacher.

It can be concluded that ICT tools are available to a certain extent and are not accessible in some primary schools. Bonnet (2013) states that if the available ICT tools are not adequate enough for both the learners and teachers, full utilization of these tools may never be realized. This directly hinders full integration of ICT in the teaching and learning of ESL as students do not fully have access to new and different types of productive information. Thus, the process of teaching and learning ESL in the class room can become significantly poorer as students do not always have access to new and different types of information. This finding is in line with a study by Karakaya (2010) that revealed that, limited resources results in lack of computer integration, which in turn results in lack of sufficient computer experience for both students and teachers.

Use of ICT tools in teaching and learning of English as a Second Language

We enquired from teachers and learners how they use ICT tools in teaching and learning English as a Second Language. We got various answers. ICTs were hailed by most teachers and learners as a better method for searching for information, teaching language skills, and teaching grammar and vocabulary.

Search for information

The findings revealed that teachers do internet searches in preparation for lessons. Most English teachers indicated that they use ICTs as a way of searching for information to use during the teaching and learning process. Teacher number 18 stated that:

I access materials from online website which are mostly interesting and use those during the English lesson, thus making students to be engaged in the learning process. This help learners not to be easily bored during the learning process.

Similarly, teacher number 1 concurs with this view and expressed that:

ICTs open up my mind as I am able to browse through the internet to get relevant information, so that I successfully deliver my English lesson. The revised NCC books are too shallow, teaching English requires one not only to know strategies of teaching English but also to have deep knowledge of the language, so ICTs assist me in getting additional material.

On the same note, learners during open ended interviews were in agreement with the views from teachers, learners highlighted that their English teachers do bring extra learning materials to class and teaching activities to supplement what is in their learners books. Some of their teachers bring projector and their laptops to class. Learner number 31 stated that:

I really don't know why our teacher does not take us to the computer lab during English lesson. Our English teacher bring to class extra prepared material downloaded online. We enjoy using those material. But it would be more fun searching the net ourselves.

One interesting discovery was that learners needed teachers to teach them how use ICT tools when searching for online learning resources, instead of always searching information for

them. They lamented that they should be given more opportunities to do the research on their own, since using computers is fun.

On the other hand, class observations in the studied schools affirmed that the teachers use ICTs in teaching English but to a limited extent. In most schools it was observed that teachers and not learners used the ICT tools. That is the reason learners are in disagreement with their teachers integrating ICTs in teaching and learning of English as a Second Language. Mostly, teachers search information and bring it to class instead of empowering the learners with knowledge on how to use the school computers and do research. The researcher noted teachers distributing handouts to learners during English lessons instead of allowing learners to explore the ICT tools.

Teaching language skills

Most English teachers revealed that they also use ICTs to teach language skills such as, the reading, writing and listening skills.

English teachers value ICTs as a decent tool to work with their learners on their reading skills. Teachers stated that ICTs improve learners' reading abilities. They believed that learners can search for more information about certain topics and read them even outside the English classroom in order to fully comprehend the text and developing their grammar and vocabulary.

Teacher number 4 described how using ICTs in teaching ESL facilitates learners' reading process:

In terms of reading, I think ICTs help the learners with the vocabulary and the meaning of the words in the texts they read. For example, during English lessons when learners are reading a certain passage downloaded online, they get new vocabulary and they can look up the meaning of unknown words in online dictionaries. So they read and also develop their vocabulary.

On the same note, teacher number 3 stated that:

The internet provide so much to read. If learners are given an assignment to search for online, while searching the reading skill is develop. Online materials teachers bring to class also develop learners reading ability.

Learners concur with the teachers by stating that ICTs motivate individual learners to read and also assists in improving their reading abilities. Learners during open ended interviews stated that the use of ICTs improve their reading ability.

Learner number 19 through open ended interview stated that:

ICT tools make the lessons more interesting. For example, when our teacher project the reading text, reading the text from the projector is like watching a movie in a cinema. We can easily pinpoint the words, phrases or structures instead of just reading from texts. Reading become so interesting and fun.

This finding is in line with Pourhosein (2015) who stated that the implementation of technology increases the learners' interests and motivations. Learners find new information that cannot be found in traditional tasks and it also helps to develop their language creativity.

On the other hand, when it comes to the actual use of ICT for teaching listening activities, most English teachers stated that they utilized ICTs a lot. Most of the English teachers indicated that they used different types of voice material such as radio, tape recorder and project films and movies when teaching listening.

Teacher number 4 expressed that:

I used different types of digital material of spoken text such as voice recordings, songs and I also allow learners to listen to movies related to the English lesson.

Similarly, teacher number 2 concurred with teacher number 4 stating that ICT functions help in many ways. The teacher stated that:

I use tape recorder to develop learners' listening ability. I do not read listening comprehension to my learners, instead I record text and bring the tape recorder to class for my learners to listen then answer questions. ICT functions play an exceptional role in the teaching of listening.

On the same note, learner number 3 through open ended interview happily expressed that ICTs have changed their lives it has deeply developed their listening ability.

I remember well, I used to shy away from playing with children who go to private schools because I will not get the words from what they were saying. But thanks to my grade 4 and 5 English teacher for religiously using ICTs in teaching English. It has improved my listening ability. Playing with this children is no more a problem.

It can be concluded that ICTs are meant to make learning and teaching of listening comprehension easier for both the learners and teachers respectively. ICT integration in teaching and learning of English as a Second Language is a key way of improving teaching of language skills.

English teachers unanimously believed that the conventional methods of teaching ESL writing make the students bored during the class time.

Teacher number 14 expressed that:

Using ICT can motivate my students to be creative and learn in an enjoyable environment. For example, they can easily write their compositions anytime because they can find a lot of information about each topic from the online materials I bring to class.

Learner number 23 revealed that ICTs tools are used mostly when writing assessments, such as quiz, test and examinations. Learner number 23 stated that:

ICTs had changed the learning of English in my school. Writing test and exams is much easy. We no more struggle to read what is on the chalk board since we write on printed paper. This save so much time.

In agreement with learner number 23, learner number 10 stated that:

The use of ICTs had helped me a lot, especially my composition writing has improved a lot ever since our English teacher taught us to research on a topic before attempting to write on it. Computers plays a big role making it easy to write stories. Luckily at home there is a computer and WIFI connection.

The researcher observed that learners were participating in the English class interactively and spontaneously. They were enjoying writing about what they were learning about from the tape recorder for instance, even though sometimes they will come up with wrong answers to the written activity; nevertheless they were trying to communicate with their teacher through writing about what they were learning about through the use of ICTs. This finding is in line with a study conducted to determine whether Wiki technology would improve students' writing skills in a college English as a foreign language writing class by Lin and Yang (2011). Students were invited to join a Wiki page where they would write and 5 post passages and then read and respond to the passages of their fellow classmates. Students participating in the study reported that their receiving immediate feedback from the instructor was a benefit of using this form of technology. Students in the study also reported learning vocabulary, spelling, and sentence structure by reading the work of their classmates (Lin & Yang, 2011). It was concluded that teachers used ICTs when teaching language skills.

Discussion of findings

Availability of ICT tools for teaching and learning ESL

The study revealed that teachers and learners from the studied schools use a variety of ICT tools in teaching and learning of English as a Second Language. Teachers and learners listed computers, printers, projectors, internet and radios as ICT tools for teaching and learning English. This is in concurrence with Juma (2016) who stated that in teaching English language, tape recorders, videos, televisions, radios and projectors used to be the common technologies at the disposal of the English language teacher. On the same note, the study

findings are in agreement with Parveen and Rajesh (2011) who mentioned that today the computer and internet technologies have brought into teaching and learning undeniable transformation.

On the other hand, the findings of the study revealed that in all studied schools ICT tools not readily available and are not easily accessible since they are locked in secured rooms called computer laboratory. The findings also shows that most of the schools are not connected to the internet. Some schools with internet connectivity have been cut off because they have not been able to pay their access fees and they also fail to regularly buy electricity units. This finding is in line with Singh (2013) who stated that, most institutions in Africa face barriers to effective integration of ICT in the teaching and teaching process such as: limited infrastructure in terms of satisfactory physical conditions of laboratories and the subsequent accessibility of the ICT resources to learners.

Use of ICT tools in teaching and learning ESL

The study found that teachers use ICT tools to search for information, to teach language skills, and to teach grammar and vocabulary. Most teachers concurred that integrating ICTs in the teaching and learning of English as a Second Language allows them to gain access to more updated English materials. This finding is in line with Houcine (2011) who pointed out advantages of ICT in Second Language Teaching that include the opportunity to have access to authentic material on the web. Similarly, the finding are in line with the finding of a survey by Salehi and Salehi (2012) which declared that most teachers use ICT tools to search for information. On the same note, Arno (2012); Mujtaba (2013); and Mohamed (2014) concurred with the finding of the study, by stating that technology offers authentic materials and resources that help learners to improve their language acquisition.

The study revealed that ICTs motivate learners to read and assist them in improving their reading abilities. The findings are in concurrence with a study by Yuksel and Tanriverdi (2010), on the use of ICT in the teaching of reading through watching captioned movie clip on vocabulary development of ESL learners. Findings of this study reflected that viewing the movie clip helped the participants to develop their vocabulary knowledge, and this facilitated the reading process.

This study found that most English teachers use ICTs in teaching and learning English to improve learners listening skill. This finding is in agreement with Yildirim (2016) who states that, listening to second language speech helps not only to develop learner's language skills but also it makes them experience versatility of the English language with its variations in sound and expression. On the same note, the study revealed that ICT tools can be useful and effective in conducting writing activities. This finding is in agreement with Interactive (2016) which indicated that using ICTs change the nature of composing and allow the writing process to become more fluid.

Conclusions

Based on the findings of the study on integrating ICTs into teaching and learning of English as a Second Language, several conclusions were drawn. The study concluded that the studied schools in the kingdom of Eswatini have ICT tools but are inadequate and inaccessible. The study concluded that there is a need to accelerate the use of ICTs into teaching and learning of English in Eswatini primary schools to improve learners' performance in English.

Recommendations

A number of recommendations, based on the findings of this study are made: there is need for Eswatini primary schools to invest more in computers and related ICT tools as means of not only solving accessibility problem but improving on the presence of the facilities especially computers in the classroom and computer lab. More infrastructures: printers, computers, projectors should be put in place for more practice and utilization during English lessons. The available ICT tools provided by the schools should be made accessible to the learners to enable to learn with it. English teachers should be encouraged to use ICT tools in teaching learners as this will enable learners to be acquainted with such facilities.

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