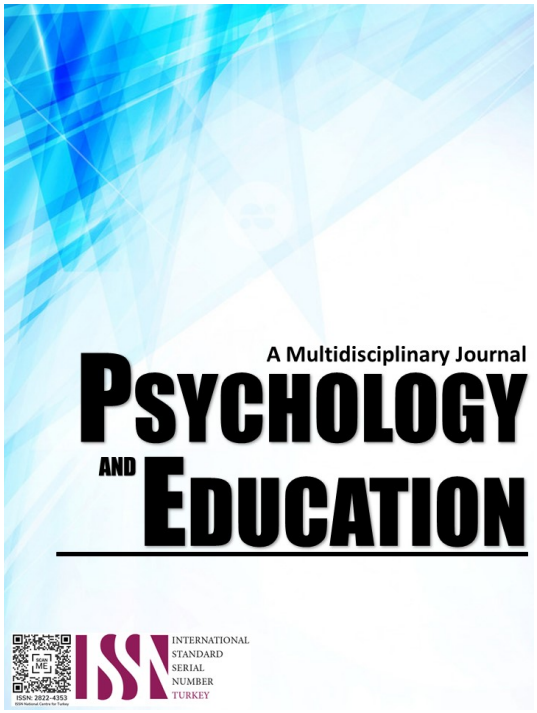
LEVEL OF TEACHERS&RSQUO; INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) INTEGRATION IN TEACHING AND LEARNING ENGLISH



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Research Article

Level of Teachers' Information and Communication Technology (ICT) Integration in Teaching and Learning English

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Abstract

This study highlighted the level of teachers' ICT integration in teaching and learning English. This determined the English teachers' attitude towards ICT integration. The study was anchored on Davis's Technology Acceptance Model which originated from Ajzen & Fishbein's Theory of Reasoned Action. Moreover, the descriptive research method was used in this study, involving a purposive random sampling method in obtaining data from respondents. Teachers were profiled, details and results were enumerated. Several findings were made about the English teachers, that there is no significant difference in the ICT integration in teaching and learning when grouped according to their highest educational attainment; there is no significant difference in the ICT integration in teaching and learning when grouped according to teachers' seminars/trainings in ICT; there is no significant difference in the ICT integration in teaching and learning when grouped according to perceived usefulness of ICT in teaching and learning; and the perceived usefulness and perceived ease of use highly influenced the teacher-respondents' actual usage of ICT. English teachers' level of ICT integration in teaching and learning is fair or below satisfactory. Recommendations included school administrators, teachers, and future researchers, to support the integration of ICT in the teaching and learning process, create more opportunities for students to experience impactful learning with ICT, so that these interventions may further substantiate the contribution of ICT in the field of education, especially in English language teaching and learning. Further research anticipated to be undertaken leveling up to more focused tasks on ICT-centered activities.

Keywords: Attitude, Perceived Ease Of Use, Perceived Usefulness, ICT Integration In Teaching And Learning English, Intention To Integrate

Introduction

One of the many remarkable changes we can see nowadays is the onset of Information and Communications Technology (ICT). Technology as such has turned into an indispensable and powerful asset that enables people to achieve day-to-day tasks just effortlessly. This likewise offers productivity and accessibility making work less demanding and less arduous. Since the deluge of innovation, there have been plenty of significant alterations that serve as postern for a paradigm shift in a wide range of fields, for example, engineering, medicine, business, trade and industry, media and communications, among others.

The development of ICT has conveyed various changes to the cutting edge world and the education systems, which have made it difficult to overlook the change that is happening around us. Learners of all ages have turned out to be consistent technology users, starting from an early age, which makes the mix of new advancements in education even more provocative and basic (Albirini, 2006; Stylianou, 2012).

As indicated by Prensky (2006), technology's job in the classroom setting is to help the new teaching paradigm. He likewise trusts that technology in the present classrooms is fundamental so as to draw in and inspire the students. While Tapscott (1998) calls students who possess technological skills as the net generation, Prensky (2001) names today's students as digital natives because they are born in a totally different world where technology thrives and this makes this trend a big part of their existence. Likewise, he includes that the new generation is exposed to a vast expanse of information since early childhood. Thus, they are multitaskers and can think and process information faster and more efficiently. With this generation of learners, making a shift in approach and learning content is a must for educators.

Making computer labs accessible in schools is not enough. It is vital for teachers to understand the precise role of ICT so that they can viably adapt to innovations in teaching students. Teachers are less likely to integrate technology into their instruction unless they accept the notion of the necessity of technology use in their classroom environment. The focal questions with regards to technology reception are how individuals perceive technology and which factors contribute to the lack of its utilization (Kiraz & Ozdemir, 2006).

To keep pace with the current trend, Corpus Christi School has invested in Information and

Communication Technologies (ICT) in the year 2010. Computer laboratories and Wireless Fidelity Networks (WiFi) were installed and each department was given at least one (1) television set to be used for lectures and film viewing activities. It was in the year 2012 when the school started procuring LCD/DLP projectors, portable LED television sets, and printers. In 2013, the school upgraded the computer units in the computer laboratories from Cathode Ray Tube (CRT) to Light-emitting Diode (LED) screens and installed additional WiFi networks to help the teachers find more rich resources that they can use for teaching and for student learning.

With the execution of K-12 education in the Philippines in the year 2013, comes the ICT curriculum criteria for all K-12 schools in the country which aids as structure for the incorporation of technology in different areas of instruction in terms of academics ranging from kindergarten up to grade 12, play as a aid for curriculum decisions by giving learner accomplishment prospects in the regions of knowledge, skills and attitudes, as well as offer illustrations of classroom undertakings and instructional stratagems employing ICT which shall help educators as they devise instruction to enable students live by the standards of learning accomplishments.

There have been global studies conducted on ICT integration in the curriculum. However, despite the presence of numerous studies showcasing positive effects of using ICT in the teaching and learning process in general, the attitude of teachers towards ICT integration in teaching and learning, is still not given much importance.

Therefore, a number of observations incited the researcher to explore the attitudes of teachers towards ICT integration in Corpus Christi School through examining the independent variables as teachers' highest educational qualifications, years of teaching experience, perceived usefulness of ICT, perceived ease of use of ICT, and their intention to integrate ICT which may influence or prompt their actual ICT integration in teaching and learning.

Research Questions

The study determined the high school teachers' attitude towards ICT integration in teaching and learning in Corpus Christi High School, SY 2017-2018.
Specifically, it sought to answer the following questions:

1.How are the Corpus Christi High School teachers characterized in terms of the following categories?
1.1 Teachers' Demographic Profile
1.1.1 highest educational attainment
1.1.3 years of teaching experience
1.1.4 teachers' attended seminars/trainings in ICT
1.2 What is the attitude of the Corpus Christi High School teachers towards ICT integration in teaching for student learning based on the following?
1.2.1 perceived usefulness
1.2.2 perceived ease of use
1.2.3 intention to integrate ICT
2.What is the teachers' level of ICT integration in teaching and learning English?
3.How do students rate their teachers in terms of ICT integration in teaching and learning English?
4.Is there a significant difference in the actual ICT integration in teaching and learning when grouped according to the following variables:
4.1highest educational attainment
4.2 years of teaching experience
4.3teachers' seminars/trainings in ICT
4.4perceived usefulness
4.5perceived ease of use
4.6intention to integrate ICT in teaching and learning English
5.To what extent do Corpus Christi High School teachers' attitude influence their actual ICT integration in teaching and learning?

Literature Review

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Methodology

Research Design

The study made use of the descriptive research design which is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. This design involves some type of comparison and contrast and attempts to discover conditions using existing themes of the study (Best & Kahn, 2006). Descriptive research facilitates the findings of new truth in the study. The procedures are described as accurately and completely as possible so that the study can be studied by other researchers (Aaker, 1998).

Sampling Procedure

The researcher used the purposive random sampling method in this study. The non-random purposive sampling, as delineated by Guarter & Barrios (2006), is a non-random selection of sampling units with the segment of the population with the most information on the characteristic of interest. According to Sampling Design (2012), purposive sampling is also known as judgmental sampling where the researcher chooses the sample based on who they think would be appropriate for the study.

The study was conducted to nine (9) Junior High School (JHS) English teachers who are currently teaching at Corpus Christi High School, Macasandig and Pueblo Campuses for the school year 2017-2018. The student-respondents were from two (2) heterogeneous classes for each English teacher from both Macasandig and Pueblo campuses. The study was conducted to all students from 18 classes, with a total of 474 students.

Data Gathering Instruments

This study made use of the following instruments.

The Perceived Usefulness (PU) of ICT in Teaching and Learning Scale: The questionnaire-checklist on the perceived usefulness of ICT by Ghavifekr, S. & Rosdy, W.A.W. (2015), was adapted and modified by the researcher (Appendix B). With this 15-item instrument, the researcher expects to find the teachers-respondents' belief as to whether ICT integration can enhance their teaching geared towards improved students' learning by doing a self-rating.

The Perceived Ease of Use (PEU) of ICT in Teaching and Learning Scale: The questionnaire-checklist on the perceived ease of use of ICT by Ghavifekr, S. & Rosdy, W.A.W. (2015), which was originally designed by Davis (1989), was adapted and modified by the researcher (Appendix C). With this 10-item questionnaire, the researcher expects to find out the teachers' feeling of ICT integration in teaching and learning to be free of effort or easy to use.

The Intention to Integrate ICT in Teaching and Learning Scale: The adapted questionnaire-checklist on the intention to integrate ICT from the Teacher Questionnaire on the Use of Information and Communication Technology (ICT) by Agrupamento de Escolas de Atouguia da Baleia – Portugal through 21digitalclass.com, was also modified by the researcher (Appendix D). The researcher expects to find out the teachers' plan to integrate ICT in their teaching geared towards the improvement of student's learning by doing a self-rating.

Confidentiality

The participants in this study were treated with confidentiality. To ensure confidentiality, the respondents were not identified by names but they were given identification numbers (ID) or codes; and data linking any participant to the questionnaire was known only by the researcher. The participants were informed that their responses would remain anonymous. Unless they identify themselves in the questionnaire, then their responses were held with utmost confidentiality. The questionnaires and the data that were gathered shall be maintained in a locked file cabinet. Once the study is concluded, all the data will be destroyed. Also, they were informed that they have the option whether or not to be informed in any publication that may arise from the research.

Consent to Participate

The researcher explained to the participants that by filling out the informed consent they are giving their consent to participate in the study. The participants were informed that they would not receive benefits or no known physical or mentally painful, stressful, or unpleasant feeling which may be experienced by the participants as a result of this study. The student-participants were also informed that their participation in the study would not, in any way, affect ongoing assessments or their grades in the subject.

Risks of Participating in the Study

There is minimal foreseeable risk and/or discomfort which may be connected with reflection upon change experiences. The participants were expected to accomplish the questionnaires with an estimated time of 1-2 hours on the day the instruments were administered. The participants had the right to withdraw from the study any time.

Data Gathering Procedure

The following steps were followed by the researcher in data gathering. The researcher asked for the approval of the High School Principal and the Department Chairperson to conduct the study. The study was submitted to the Kinaadman University Research Office (KURO) for Institutional Research Ethics Board (IREB) wherein experts investigated the paper to avoid future violations in conducting the study.

Raagas (2010) stressed out that it is an imperative that the data collection methods will have to be consistent

with ethical principles. Thus, the participants that will be studied should know the nature of the study and be willing to participate. Hence, any data that were collected should not be traceable back to a particular participant. Before the study commenced, the researcher gave out letters to both the teacher and student-respondents as to the scheduled date of the data gathering. Written ethical assurances along with an overview of the nature of the study were furnished to help both the student-respondents and teacher-respondents determine their willingness to participate. The researcher obtained a signed informed consent from the respondents that their participation was voluntary and free to refrain from any data collection procedure. Student-respondents who are 17 years old and below were given parents' consent to ask permission from their parents/guardians to allow their son/daughter to be part of the study.

The survey was conducted on the 2nd week of March 2018 which was the week before the 4th Quarter Examination for Junior High School students. The questionnaires were administered to the student-respondents during the last Homeroom session for SY 2017-2018. The researcher made sure that there were no other classes that were disrupted during the conduct of the survey. In addition, the researcher gave out the questionnaires to the teacher-respondents and asked them to answer during their free time on the same day.

On the day of data gathering, the teacher-participants were given two (2) sets of questionnaires. Set A is for the Demographic Profile, Set B, which is composed of five (5) sections namely: Section I is the Perceived Usefulness (U) of ICT, Section II is the Perceived Ease of Use (EU) for Students' Learning scale, Section III is the Intention (ITU) to Integrate ICT in Teaching and Learning scale, Section IV is the Actual Integration of ICT (AI) in Teaching and Learning Scale, and Section V is for the Obstacles in Integrating ICT in Teaching and Learning. Meanwhile, student-participants were given the Students' Rating on Teachers' ICT Integration in English Language Teaching and Learning scale to confirm with their teacher-respondents' rating on their ICT integration in the classroom.

The pertinent data and information taken from the respondents were kept and treated with confidentiality. The answered questionnaires were collected, tabulated, and subject for statistical computation and interpretation. The data gathered has been kept and stored for certain period of time until the study is presented, defended, and published.

The findings and outcomes of the study will be communicated by the researcher to both old and newly hired faculty members during the last day of the In-Service Training at the AVR of Corpus Christi School, Pueblo Campus, Cagayan de Oro City come May 28, 2019. The results of the study will serve as guide for teachers in integrating ICT in their respective classes. Should student-participants opt to know the outcomes, they will be provided with information on the findings or outcomes of the project by the start of classes come June 2019.

Validity and Reliability of Data-Gathering Instruments

Using Cronbach's Alpha, these questionnaires were subject for pilot testing to check the reliability as well as the content validity. The researcher also requested a panel of ICT experts who reviewed the questions. Confirmation Factor Analysis (CFA) was also used to test the relationship between variables and latent constructs that exists.

Result

Problem 1. How are the Corpus Christi High School teachers characterized in terms of the following categories?

1.1teachers' demographic profile
1.1.1highest educational attainment
1.1.2years of teaching experience
1.1.3teachers' attended seminars/trainings in ICT

Table 1.1 shows that in the demographic profile of the teacher-respondents, majority of them are females, with less than 5 years of service in Corpus Christi School-Junior High School Department, less than 5 years of working as a teacher, with bachelors' degree in terms of educational level, and have not attended seminars in ICT, but only one (1) of them participated in courses on pedagogical use of ICT and introductory courses on internet use and general applications (basic word-processing, spreadsheets, presentations, databases).

Table 1.*Teachers' Demographic Profile*

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Characteristics	*Frequency*	*Percentage*
Gender		
Male	1	11
Female	8	89
Years of Service in CCS		
less than 5	7	78
6 to 10	2	22
11 to 20	0	0
21 and above	0	0
Years of Working as Teacher		
less than 5	7	78
6 to 10	1	11
11 to 20	1	11
21 and above	0	0
Educational Level		
Bachelors	6	67
Masters Units	3	33
MA Degree	0	0
PhD units	0	0
PhD degree	0	0
Others	0	0
Attended Seminars in ICT		
Yes	3	33
No	6	67
If yes:		
Intro courses…	1	33
Advanced courses on applications…	0	0
Advanced courses on internet use…	0	0
Equipment specific training	0	0
Course on pedagogical use ICT	1	33
Subject specific	0	0
Course on Multimedia	0	0
Participation in peer learning	0	0
Other	1	34
TOTAL	9	100

Figure 1. .

Table 1.2.1. *Distribution of Respondents' Evaluation in Terms of Perceived Usefulness of ICT in Teaching and Learning English*

Perceived Usefulness	*Frequency*	*Percentage*
High	2	22
Moderate	7	78
Fair	0	0
Low	0	0
TOTAL	9	100

Figure 2. .

Table 1.2.1 that follows displays the distribution of respondents' evaluation in terms of perceived usefulness of ICT in teaching and learning. The table above reveals that more than half (78%) of the respondents' evaluation in terms of their perception of usefulness of ICT in teaching and learning is moderate and only 22% of them has given high evaluation in terms of perceived usefulness of ICT. The standard deviation of 0.28 shows that the data are close to the expected value or mean. The overall mean score of 3.48 indicates that as an entire group, the respondents' evaluation of perceived usefulness of ICT in teaching and learning is moderate. This disclosed that based on Corpus Christi School English teachers' perception on the usefulness of ICT in teaching and learning, they agreed that the use of ICT helped them in preparing as well as in delivering their lessons.

Although Corpus Christi English teachers believed that there were barriers that impeded them from maximizing the use of ICT, they still agreed that it helped them improve teaching with more updated materials as well and more novel quality of teaching. Oko & Michael (2016) also affirmed that there is an enhancement of the quality of teaching-learning related activities through the use of information and communication technology with innovative instructional materials.

In addition, Gorder (2008) stated that whatever stage of learning learners may be at, ICT can help motivate and reengage them and capture their attention. Corpus Christi English teachers viewed challenging tasks become even more manageable and learners' participation reached a much higher level when technology was made part of the learning process.

Table 1.2.2 shows the distribution of the respondents' evaluation in terms of perceived ease of use of ICT in teaching and learning English.

Table 1.2.2. *Distribution of Respondents' Evaluation in Terms of Perceived Ease of Use for Students' Learning*

Perceived Ease of Use	*Frequency*	*Percentage*
High	0	0
Moderate	8	89
Fair	1	11
Low	0	0
TOTAL	9	100

Figure 3. .

The data show that majority of the respondents (89%) agreed to the ease of use of ICT which enabled learners to express their ideas and thoughts better and that ICT promoted active and engaging lesson for students' best learning experience. Corpus Christi School English teachers were committed to developing

learners who are able to clearly express their thoughts and ideas as embedded in the English Department's Mission statement. Sutton (2006) also added that ICT integration in teaching and learning have been found to promote students' intellectual qualities through higher order thinking, problem solving, improved communication skills, and deep understanding of the learning tool and the concepts to be taught. Moreover, when ICT is integrated in teaching and learning, it can promote a supportive, interactive teaching and learning environment, create learning communities, and provide learning tools for students while developing higher order thinking skills. (Innidad, Aldndge & Fraser, 2001; Hawkins, 2002).

Furthermore, 11% of the respondents believed that ICT fairly improves students' reading and writing skills. This can be attributed to the respondent's evaluation in terms of perceived ease of use of ICT in teaching and learning, on item number 7 "I think the use of ICT helps to improve students' ability specifically in reading and writing" with a mean of 2.89. In Corpus Christi School, the English Department uses the Science Research Associates (SRA) reading and writing materials which have been helping students improve their reading skills while developing their writing abilities by providing a range of reading levels to encourage students to learn at their own pace as personalized instruction helps meet the needs of all students at all grade and reading levels. Apart from SRA, the English teachers teaching Grades 7 and 8 students are also obliged to use Strategies to Achieve Reading Success (STARS) Workbook, which allows students to lay the foundation for lifelong reading success, with an emphasis on building fundamental skills in reading strategies, using a step-by-step approach to achieve success and preparing students for later assessment in comprehension in a form of written tests/drills.

There is comprehensive research on reading and writing skills, and there are various theoretical perspectives. Culturally, reading and writing are defined social activities. Reading and writing abilities are acquired through social relations and interactions with parents, teachers, and people surrounding learners. Recent research on social interaction in combination with ICT use finds that the effect of ICT tools is mediated through the "right use", i.e. the setup of the social interaction in which the tool is used. The tool itself has no direct influence on learning but lends itself to both positive and negative outcomes depending on how it is used (Eagle, 2011).

Although the teacher-respondents believed that ICT potentially gave positive impact to teaching and learning, they still need more time and preparation for incorporating activities that would also improve students' reading and writing abilities through the use of information and communication technology. And see for themselves whether or not ICT can improve their students' abilities.

Table 1.2.3 shows the distribution of respondents' evaluation in terms of intention to integrate ICT in teaching for students' learning.

Table 1.2.3. *Distribution of Respondents' Evaluation in Terms of Intention to Integrate ICT in Teaching*

Intention to Integrate ICT in Teaching	*Frequency*	*Percentage*
High Intention	1	11
Moderate Intention	2	22
Fair Intention	6	67
Low Intention	0	0
TOTAL	9	100

Figure 4. .

Table 1.2.3 shows the distribution of respondents' evaluation in terms of intention to integrate ICT in teaching and learning. It revealed that more than half (67%) of the respondents had fair intention to integrate ICT in teaching and learning; 22% had moderate intention; and only 11% had high intention for ICT integration. However, the overall mean score of 2.73 revealed that as an entire group, the respondents' evaluation on their intention to integrate ICT in teaching and learning is fair. The standard deviation of 0.67 shows that the data is close to the expected value or mean.

Out of the 15 indicators on the respondents' evaluation in terms of intention to integrate ICT in teaching and learning, a mean of 1.89 which is low intention, for item number 8 "I intend to use email and other social networking platforms to provide feedback and/or assess my students' learning in English subject" showed evidence that the English teachers partially intend to use email and social networking platforms to provide feedback/assessment to students' learning in English subject. This may be the case because Corpus Christi School is still on its way of giving provision for ICT tools or facilities that will make this possible for its teachers. The faculty room has internet connection however there is not enough provision of desktop computers per department. The only desktop computer available is inside the Principal's cubicle.

Also, the respondents' overall fair intention to

integrate ICT in teaching and learning English may be attributed to the school's policy of disallowing students from using gadgets in class. Restrictions are founded on the argument(s) that a pristine learning environment (i.e., free from 'unwanted distractions') should be in the best interest of both the learner and the educator.

Thus, when some teachers forbid the use of mobile devices and social media in the classrooms, they are presumably eliminating the nuisance caused by such ICT platforms. However, an important issue is for teachers to go beyond anecdotal evidence to garner deeper insights on whether the use of ICT per se or how ICT is used brings about the undesirable nuisance (Cheng, 2015; Sharples et al., 2007).

Globally, digital distraction is commonplace for students. This primarily is due to the propagation of computers, smart phones, and the Internet among schools. With the notion that technologies are invaluable in teaching and learning, they can also become an obstruction when students use them for activities no longer related to their classwork. The promise of instant communication offered by modern information technologies has created digital distractions that reduce employee productivity and erode workplace etiquette (Rigby, 2006; PR Newswire, 2013). Even education is not insusceptible to this. Information technologies such as laptops, tablets, mobile devices, and the Internet are vital tools that on the one hand boost teaching and learning process in the classroom (Maki, Maki, Patterson, & Whittaker, 2000; Saunders & Klemming, 2003; Wen, Tsai, Lin, & Chuang, 2004). As a result to many negatives, some school boards or school heads have created policies banning the use of smartphones/tablets in the classroom (Shim, Dekleva, Guo, & Mittleman, 2011). The same is true for Corpus Christi School.

Problem 2. What is the teachers' level of ICT integration in teaching and learning English?

Table 2. depicts the distribution of respondents' evaluation of their level of ICT integration in terms of their actual usage of ICT in teaching and learning English.

Table 2. *Distribution of Respondents' Evaluation of their Level of ICT Integration in terms of their Actual Usage of ICT in Teaching and Learning English*

ICT Integration in Teaching and Learning English	*Frequency*	*Percentage*
High	0	0
Moderate	0	0
Fair	9	100
Low	0	0
TOTAL	9	100

Figure 5. .

Table 2 shows the distribution of respondents' evaluation of their level of ICT integration in terms of their actual usage of ICT in teaching and learning English. The overall mean score of 2.27 revealed the respondents rated themselves fair in terms of their actual integration of ICT in teaching and learning English. This means that Corpus Christi School English teachers rarely used email and other social networking platforms to provide feedback and/or assess their students' learning in the English subject; used audio and video clips to reinforce grammar lessons and literary pieces discussed in class; and required students to have their own blog accounts where they can post their journal entries, reflections, and assignments.

Corpus Christi English teachers faced a challenge on the lack of ICT resources provided by the institution. The English Department per se did not have its own Desktop Computer which teachers could use in preparing their lessons. Mishra and Koehler (2006) proposed an explanation for seldom or even absence of ICT use in the classroom. Their concept centered on the need for not just teaching with technology, but also for the time it will take for the preparation and selection of digital learning materials as well as their availability. Also, in most schools, technical difficulties sought to become a major problem and a source of frustration for both students and teachers and cause interruptions in the teaching and learning process.

In another light of integrating ICT in education, Masagca (2002) reports to be able to ensure the effectiveness and efficiency of the teaching and learning process, the accountability of the school administration in providing and integrating ICT in the school curriculum must be given strong consideration. Therefore, the support of Corpus Christi administrators in proper planning and upgrading of information and communication technology (ICT) infrastructure that can support state-of-the-art data, voice, and video applications will greatly help teachers in integrating ICT in the teaching and learning process. The success of ICT integration in teaching and learning does not

only lie upon the hands of the teachers but also of the school administrators with their provision and support they can offer.

Table 2.1 displays the distribution of respondents' evaluation of their level of ICT Integration in terms of obstacles in ICT integration.

Table 2.1. *Distribution of Respondents' Evaluation of their Level of ICT Integration in terms of Obstacles in ICT Integration in Teaching and Learning English*

Obstacles in ICT Integration	*Frequency*	*Percentage*
Highly Affected	0	0
Moderately Affected	1	11
Somewhat Affected	8	89
Not at all Affected	0	0
TOTAL	9	100

Figure 6. .

Table 2.1 showed that the respondents are not entirely affected with the lack or unavailability of ICT tools to be used in English language teaching. Even though Corpus Christi School teachers experienced a lack of ICT tools and facilities at the moment, they are somewhat affected but not entirely affected with such challenge. As a teacher coming from the same school, the researcher observed that teachers had the initiative to bring their own ICT tools such as their personal laptops, projectors, flat screen TV, Bluetooth speakers, and other devices that Corpus Christi School momentarily could not provide. As per observation, when Corpus Christi English teachers deemed something necessary was not available for their classroom teaching, they would provide.

In the study conducted by Mirzajani, H., Mahmud, R., Fauzi, M. A., & Wong, S. L. (2016), the results revealed that adequate support from administrators, appropriate ICT skills and knowledge as well as adequate resources were important factors that influenced the utilization of ICT in the classroom. However, unavailability of ICT resources did not necessarily discourage teachers from using ICT in teaching, while increasing adequate equipment and technical support in schools encouraged teachers in this respect.

Problem 3. How do students rate their teachers in terms of ICT integration in teaching and learning English?

Table 3 shows the distribution of the overall students' evaluation of their teachers' integration of ICT in teaching and learning English.

Table 3. *Distribution of Overall Students' Evaluation of their Teachers' Integration of ICT in Teaching and Learning English*

Teachers' Integration of ICT in Teaching and Learning English	*Frequency*	*Percentage*
High	0	0
Moderate	0	0
Fair	8	89
Low	1	11
TOTAL	9	100

Figure 7. .

Table 3 shows the distribution of the overall students' evaluation of their English teachers in integrating ICT in teaching and learning. The overall mean score of 2.04 implied that their English teachers rarely browse/search the Internet to collect information to prepare for their English lessons, use the Internet to collect articles, video/audio clips to be used during lessons in class, and carefully select digital learning resources (graphics images, video/audio clips, slides, animations, etc.) in the English subject that they teach.

Corpus Christi English teachers believe that the integration of ICT in the teaching and learning process requires efforts of both the teachers themselves and the administrators. While it is true that they have the desire to integrate ICT into their teaching, yet they could not put into actions their desire due to the problem of lack of facilities that confront them. As a teacher coming from the same school, the researcher observed that the lack of ICT facilities in school may not totally affect them, they still have the initiative to bring their own tools. However, teachers can do teaching with ICT to their fullest potential when there is enough provision of these tools and facilities. Another thing that may have held back the English teachers from their actual integration of ICT aside from the lack of ICT tools and facilities is their feeling of sufficiency in terms of using ICT in teaching not to mention the time it will take for them to set up. In Corpus Christi School, each subject area is given only 50 minutes. Hence, English teachers must be able to appropriately budget their time for set up, recapitulation, checking of attendance, and discussion proper. This may be the reason why English teachers would rather stick to traditional instructional media. Hawkins (2002) argued that successful integration of ICT in education enables teachers to transform instruction from teacher-centered to student-centered

where learners may interact with their peers and use the computers and Internet for their own learning needs. However, many teachers do not regard themselves fully-equipped, comfortable, adding up the insufficiency of ICT materials in their educational settings; hence, they feel more confident with their traditional teaching styles thus resulting to seldom use of ICT or no usage at all.

Problem 4. Is there a significant difference in the ICT integration in teaching and learning when grouped according to the following variables:

4.1 highest educational attainment
4.2 years of teaching experience
4.3 teachers' seminars/trainings in ICT
4.4 perceived usefulness
4.5 perceived ease of use
4.6 intention to integrate ICT in teaching and learning English

Problems 4.2, 4.5, and 4.6 are not included due to the skewness of data brought about by the limited number of teacher-respondents.

Table 4 shows that there is no significant difference in the ICT integration in teaching and learning when grouped according to their highest educational attainment.

Table 4.*T –test Distribution between the actual ICT integration in teaching and learning when grouped according to highest educational attainment*

	Bachelor's Degree		*Master's Units*		
	Mean	*SD*	*Mean*	*SD*	*t - test*
Actual Usage of ICT	2.21	0.28	2.38	0.04	0.18 ns
Obstacles in ICT Integration	2.49	0.24	2.49	0.08	0.5 ns

Figure 8. .

Table 4 elucidates that there is no significant difference in the ICT integration in teaching and learning when grouped according to the respondents' highest educational attainment. Hence, the null hypothesis is not rejected.

The level of these groups do not differ in terms of their integration of ICT and the obstacles in the integration even though they have different educational attainments. This implies that both groups may or may not use applications to prepare presentations for their English lessons, ask students to submit home works or activities via e-mail or other social networking platforms, and carefully select digital learning resources in the English subject that they teach.

In Corpus Christi School, it is evident that the English teachers' educational attainment did not have bearing in terms of their actual integration of ICT in teaching and learning. Teachers who have Master's degree or units did not show significant difference of actual usage as compared to those who have only bachelor's degree.In the study conducted by Li, Shengru; Yamaguchi, Shinobu; Takada, Jun-ichi (2018), it is revealed that teachers' level of confidence is a major factor affecting teachers' level of engagement with ICT not by educational accomplishment.

Table 4.1 shows that there is no significant difference in the ICT integration in teaching and learning when grouped according to teachers' seminars/trainings in ICT. The Null Hypothesis is not rejected.

Table 4.1. *T –test Distribution between the actual ICT integration in teaching and learning when grouped according to teachers' seminars/trainings in ICT*

	Attended Seminars in ICT		*Did not Attend Seminars in ICT*		
	Mean	*SD*	*Mean*	*SD*	*t - test*
Actual Usage of ICT	2.13	0.20	2.33	0.25	0.13 ns
Obstacles in ICT Integration	2.40	0.13	2.53	0.21	0.18 ns

Figure 9. .

The level of these groups do not differ in terms of their integration of ICT and the obstacles in the integration whether or not they have attended seminars and trainings in ICT. Looking into the mean of both groups, this implies that both may or may not integrate ICT in English language teaching.

It can be observed teachers' confidence to engage with ICT has proven to be a factor, not the trainings and seminars they have attended. The use of technology for teaching requires the development not only of knowledge, skills, and behaviors but also of confidence. (Kim & Baylor, 2008). Confidence might be influenced by concerns, attitudes, and so forth. In addition, a school in Ireland reported that teachers who did not develop sufficient confidence avoided using ICT. Similar case happened in Canada where some

teachers admitted they were reluctant ICT users because they are worried they might get embarrassed that the students knew more about the technology than they did (Hermans, 2008).

In the context of this study, Corpus Christi School English teachers' view towards technology in teaching is positive. Even though technology is available, and teachers have the requisite skills and knowledge, if they are not confident in using technology for teaching, they might be unwilling to do so.

In the study conducted among language teachers in the Philippines by Dela Rosa (2016), results revealed that the experienced language teacher who have not attended seminars and trainings on ICT, had more exposure to ICT use than the novice teacher. However, the novice teacher makes use of more ICT-related materials and activities in her language class. Both teachers also have positive views on the impact of ICT on students' overall learning and achievement. Moreover, the novice teacher views ICT use as time-consuming and does call for a more knowledgeable manipulation of technological devices. The experienced teacher gives more favor to the advantages ICT contributes to language teaching, but views insufficiency of resources and services like limited Internet access as detrimental to effective ICT integration.On the other hand, both subjects also had high confidence towards ICT integration in English Language Teaching (ELT) and hoped that ICT use would later be strengthened in the Philippines.

Table 4.4 shows that there is no significant difference in the ICT integration in teaching and learning when grouped according to perceived usefulness of ICT in teaching and learning. The Null Hypothesis is not rejected.

Table 4.2. *T –test Distribution between the actual ICT integration in teaching and learning when grouped according to Perceived Usefulness (U) of ICT in Teaching and Learning*

	Perceived Usefulness				
	Moderate		High		
	Mean	SD	Mean	SD	t - test
Actual Usage of ICT	2.23	0.26	2.40	0.00	0.20 ns
Obstacles in ICT Integration	2.50	0.22	2.47	0.09	0.43 ns

Figure 10. .

Table 4.4 shows that the level of actual usage of ICT and the obstacles in ICT integration do not differ even though the respondents have different perceptions on the usefulness of ICT integration in the teaching and learning process.

In the context of this study, Corpus Christi English teachers may or may not opt to use applications to prepare presentations for their English lessons, ask students to submit home works or activities via e-mail or other social networking platforms, and carefully select digital learning resources in the English subject that they teach. It is therefore of great interest for language curriculum planners to consider the problems and key issues that concern the use of technology-mediated approaches such as the integration of ICT in teaching language (Dela Rosa, 2016). Teachers must understand the context within which improvement of students' performance takes place (Wango, 2009). Hence, ICT can be a catalyst by providing tools which teachers use to improve teaching and by giving learners access to electronic media that make concepts clearer and more accessible.

The table of significant difference for 4.5 perceived ease of use and table 4.6 intention to integrate ICT in teaching and learning English are not presented because the data are skewed.

Problem 5. To what extent do Corpus Christi High School teachers' attitude influence their actual ICT integration in teaching and learning?

In the conduct of Multiple Linear Regression Analysis, there should be no two independent variables which have high correlation. In this study, some independent variables are excluded.

Test of Multicollinearity of Independent Variables

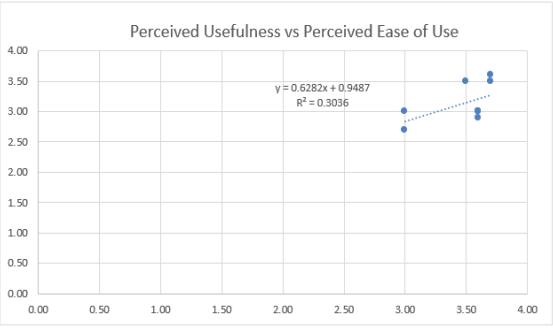

Figure 11. .

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Research Article

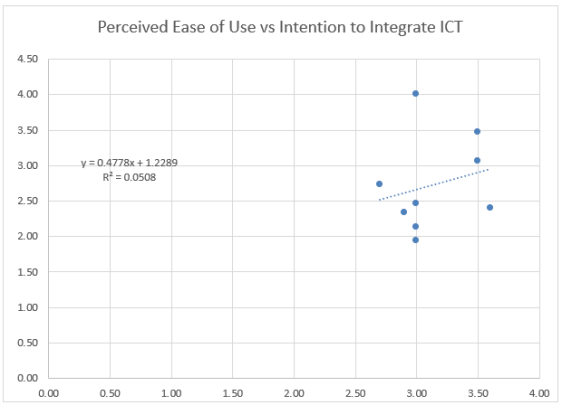

Figure 12. .

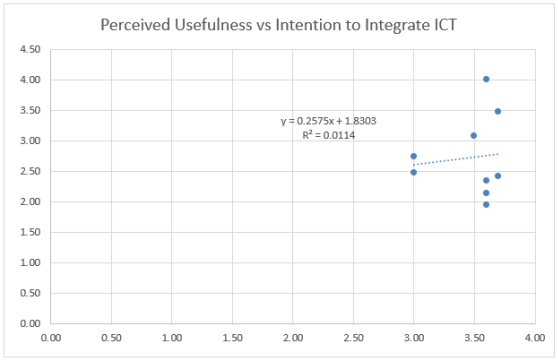

Figure 13. .

Perceived Usefulness	
Mean	3.477777778
Standard Error	0.092462872
Median	3.6
Mode	3.6
Standard Deviation	0.277388616
Sample Variance	0.076944444
Kurtosis	0.404637472
Skewness	-1.422126462
Range	0.7
Minimum	3
Maximum	3.7
Sum	31.3
Count	9

Figure 14. .

Perceived Ease of Use	
Mean	3.133333333
Standard Error	0.105409255
Median	3
Mode	3
Standard Deviation	0.316227766
Sample Variance	0.1
Kurtosis	-1.275
Skewness	0.491282422
Range	0.9
Minimum	2.7
Maximum	3.6
Sum	28.2
Count	9

Figure 15. .

Intention to Integrate ICT	
Mean	2.725925926
Standard Error	0.22345338
Median	2.466666667
Mode	#N/A
Standard Deviation	0.670360139
Sample Variance	0.449382716
Kurtosis	0.080281453
Skewness	0.904591982
Range	2.066666667
Minimum	1.933333333
Maximum	4
Sum	24.53333333
Count	9

Figure 16. .

	Perceived Usefulness	*Perceived Ease of Use*
Perceived Usefulness	1	
Perceived Ease of Use	0.551008265	1

	Perceived Ease of Use	*Intention to Integrate ICT*
Perceived Ease of Use	1	
Intention to Integrate ICT	0.22538124	1

	Perceived Usefulness	*Intention to Integrate ICT*
Perceived Usefulness	1	
Intention to Integrate ICT	0.106559752	1

Figure 17. .

Intention to Integrate ICT	
Mean	2.725925926
Standard Error	0.22345338
Median	2.466666667
Mode	#N/A
Standard Deviation	0.670360139
Sample Variance	0.449382716
Kurtosis	0.080281453
Skewness	0.904591982
Range	2.066666667
Minimum	1.933333333
Maximum	4
Sum	24.53333333
Count	9

Figure 18. .

Based on the data in the tables presented in the Test of Normality, it shows that there are data which are not available. Therefore, the data is skewed.

Table 6. *Summary of Multiple Regression Analysis for Teachers' Attitudes and Actual ICT Integration in Teaching and Learning English*

Independent Variables	*Dependent Variable*	*Regression Model*	*T stat*
X_1:Perceived Usefulness X_2: Perceived Ease of Use	Teachers' ICT Integration in Teaching and Learning English • Actual Usage • Obstacles	$\hat{y} = 2.89 - 0.88x_1 + 0.78x_2$ Constant: 2.89 Initial/ Final MLRA Adjusted R^2: 0.87 F value: 20.02	6.80** 6.73**

Figure 19. .

The table above shows that the independent variables Perceived Usefulness (-2.01) and Perceived Ease of Use (3.67) significantly influence the respondents' Actual Usage of ICT (2.89). The adjusted R^2 which refers to the coefficient of determination is 0.87 which means that 87.70% of the variation of Actual Usage of ICT is explained by Perceived Usefulness and Perceived Ease of Use. While, 22.30% of the variations can be explained by other factors not covered by this study. In the context of this study, the null hypothesis is rejected. The teacher-respondents' Intention to Integrate ICT does not influence their Actual Usage of ICT. Therefore, the null hypothesis is not rejected.

However, there were other factors that may contribute to the remaining 22.30% of the variations which could be teachers' hesitancy in integrating ICT, amount of workload, lack of time, teaching experience and age, and lack of ICT skills, level of self-confidence and knowledge in ICT, and admin and technical support.

Over the last two decades, the rapid growth of ICT has become one of the most important topics discussed by the scholars in education. This is due to the capability of ICT in providing a dynamic and proactive teaching and learning environment. In line with the current digital era, teachers are required to integrate ICT in their daily teaching and replace their traditional

methods with modern tools and facilities. In addition, ICT has the potential in preparing students for life in the 21st century. Through learning ICT skills, students are ready to face future challenges based on proper understanding (Grimus, 2000). Bransford, Brown, and Cocking (2000) believe that ICT use can help students to develop the competencies needed for the current globalization. This is because ICT can help students develop their skills, boost up their motivation, and widen their knowledge and information (Grabe & Grabe, 2007; Hussain et al., 2011).

In line with globalization, ICT is considered at present as a potential tool that provides educational opportunities in both formal and non-formal ways. Tinio (2002) also added that in the teaching-learning process, ICTs can increase learners' motivation and engagement in classroom learning. It equips learners with digital age literacy, inventive thinking, higher-order thinking and sound reasoning, effective communication, and high productivity. Hence, in the landscape of language teaching, ICT is considered as a powerful tool.

According to Warschauer (2004), the simultaneous impact of globalization, the spread of English, and technological development have transformed the learning and teaching of English as a lingua franca in an unprecedented way. Thus, both English language and ICT have become essential literacy skills for a growing number of non-native speakers of English to ensure full participation in the information society (Jung 2006).

The use of ICT in the arena of modern language education is no longer a choice, but a necessity that gives life to the different vistas on how language is effectively taught and learned. With this, the English teacher is a key to improving learning with ICT. Hence, English teachers' attitude towards the use of technology in teaching and learning process is one of the main factors for achieving a meaningful use of ICT in English language teaching and learning and in the field of education generally speaking.

Discussion

Based on the findings, the following conclusions and implications are drawn:

In general, Corpus Christi School English teachers view ICT integration in teaching and learning positively despite the limited provision of ICT tools and facilities by the school.

Moreover, in view of the theory anchored in this study, the researcher was able to determine that attitude is indeed a predictor to an individual's use of ICT in teaching and learning English. The use of technology is highly likely if the users believe that the system improves their job performance—perceived usefulness and also if they believe that the system is effortless to use—perceived ease of use. Technology Acceptance Model (TAM was utilized in predicting the acceptance of teachers of ICT integration in teaching, through two salient factors which are: Perceived Usefulness (PU) and Perceived Ease of Use (PEU). The TAM postulates that higher levels of PU and PEU contribute favorable attitudes which, in turn, influence the actual use of the technology in a given setting. In the context of this study, the TAM theory was established.

From the major findings and conclusions of the study, the following recommendations are hereby endorsed. (1) To the administrators: It is hoped that the integration of ICT in teaching and learning English will be consistently supported. Hence, Corpus Christi administration should invest on ICT tools and facilities in order to harness language instruction. The researcher would also like to recommend that the school would purchase more set of equipment, softwares, and online databases to provide students with more opportunities to enhance their language learning. (2) To the Junior High School English teachers: It is strongly encouraged that they continue to aid the students in their journey to learning. They can make an even more impactful learning experience for students when they integrate ICT in classroom discussions and activities.The researcher would also like to suggest that the teachers be resourceful in creating opportunities for students to learn with ICT. The researcher would also like to further recommend that teachers include in their lesson plans how they intend to integrate ICT in teaching English. (3)To future researchers: It is encouraged that similar studies be made, requesting participations of more willing individuals across disciplines and other research tools be used to gauge the respondents' level of ICT integration along with other variables not covered in this study. Future researchers who wish to further explore this study are enjoined to increase the sample size as well.

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