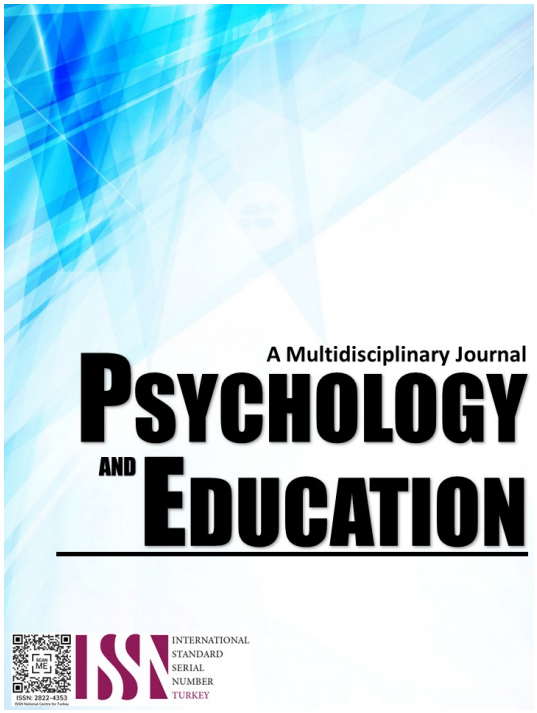
CAPABILITY LEVEL OF TEACHERS IN THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY: ITS RELATIONSHIP TO THEIR LANGUAGE TEACHING



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023
Volume: 8
Issue: 9
Pages: 1022-1050
Document ID: 2023PEMJ709
DOI: 10.5281/zenodo.7933549
Manuscript Accepted: 2023-05-14 02:48:33

Psych Educ, 2023, **8**(9): 1022-1050, Document ID: 2023PEMJ709, doi:10.5281/zenodo.7933549, ISSN 2822-4353
Research Article

Capability Level of Teachers in the Use of Information and Communication Technology: Its Relationship to Their Language Teaching

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Abstract

Teachers' expertise and technical knowhow in ICT utilization play a vital role in responding to the needs of time in this digital era, especially in language teaching. The data were gathered among the permanent teachers who were teaching English in the public elementary schools of Alamada East, West, and North districts in School Year 2021 – 2022. The findings of the study reveal that most teachers have adequate knowledge on computer and have capabilities in terms communication, web and presentation skills. The study also reveal that age, and length of service have significant difference on the capability level of teachers in using ICT, while teachers' sex, educational attainment, and tribe showed otherwise. The result also found that teachers' age, sex, educational attainment, length of service, and tribe have no significant difference on the extent of teachers' utilization of ICT in teaching language. Furthermore, the findings revealed that there is a significant relationship between the teachers' capability level of ICT and their extent of utilization of ICT in teaching reading, writing, speaking and listening. Inadequate ICT equipment and internet access remain as challenge in the study area.

Keywords: Ict, ICT Competency, ICT Utilization, Language Teaching, Language Teachers

Introduction

Teachers are the pillars of the country's intellectual growth (Pishghdam et al., 2021; Sikma, 2021). In order to make teaching and learning more effective, teachers must use Information and Communication Technology (ICT). As the country prepares the students to embrace the new world that lies ahead of them, the educational system also adaptively shifts towards teaching through the use of ICT, which has a lot to offer to learners in enhancing their vocabulary, improving their reading and speaking skills but this hugely depends on the digital literacy of teachers (Peromingo & Pieterson, 2018).

In today's educational system, teachers and teaching staff need digital competencies to enable them to teach and assess as effectively as possible (Mora-Cantallops et al., 2022). Furthermore, the current educational scenario requires teachers with digital attitudes and ICT skills that allow them to perform dynamic and appropriate work for students who require current and innovative teaching (Cabero & Gimeno, 2019).

Consequently, teachers must face a training process that includes new methodological skills and pedagogical strategies to integrate these ICT tools into their regular teaching (Li et al., 2019). With this premise, there is a need for teachers to develop these types of skills in order to establish real integration in the teaching-learning process since a large part of the teaching staff is unaware of the potential that resides in these resources, limiting themselves to making superficial use of them (Adams et al., 2017; Gisbert & Esteve, 2016).

The Schools Division of Cotabato trained teachers, especially those used to traditional teaching, who need ICT help and prefer to remain traditional to develop their capabilities. The assessment of ICT competencies of public-school teachers conducted by Caluza et al. (2017) pointed out that most teachers have basic ICT knowledge but need improvement and capacitation to effectively integrate ICT in teaching for quality of education.

Hence, the study of digital and ICT competencies is urgently needed because it has been spreading rapidly in the education language. Using ICT would give way to a significant improvement in teaching and learning processes. However, one of the challenges is how the teachers will use these materials for teaching and learning purposes (Meylina et al., 2021). It prompts the researcher to study the problem.

Research Questions

This study aimed to determine teachers' capability level using ICT and its relationship to their language teaching. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of age, sex, tribe, length of service, and educational attainment?
2. What is the capability level of teachers in terms of

computer knowledge, communication skills, web skills, and presentation skills?
3. What is the extent of teachers' utilization of ICT in teaching reading, writing, listening, and speaking?
4. Is there a significant difference in the capability level of teachers in the use of ICT when grouped according to the selected profile?
5. Is there any significant difference in the extent of teachers' utilization of ICT in teaching reading, writing, speaking, and listening when grouped according to the selected profile?
6. Is there a significant relationship between the teachers' capability level of ICT and their extent of utilization of ICT in teaching reading, writing, listening, and speaking?
7. What do the respondents experienced as the challenges in the use of ICT in language teaching?

Literature Review

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Methodology

This chapter includes the research design, locale and respondents of the study, sampling technique, instrumentation, validity and reliability of the instrument, data gathering procedure, and statistical tools and treatment of the data.

Research Design

This study utilized the descriptive-correlation research design. It is descriptive, for it describes information about the demographic profile of respondents, the capability level of the teachers in the use of Information and Communication Technology (ICT), and the extent of utilization of Information and Communication Technology (ICT) in teaching reading, writing, speaking and listening. On the other hand, it is also correlational because it sought to determine the significant difference in the capability level of teachers in the use of ICT when grouped according to selected profiles as well as the significant difference in the extent of teachers' utilization of ICT in teaching reading, writing, speaking and listening when grouped according to selected profile. Lastly, it also sought to determine if there was a significant relationship between the teachers' capability level of ICT and their extent of utilization of ICT in teaching reading, writing, listening, and speaking.

Locale and Respondents of the Study

The study was conducted in the municipality of Alamada, Cotabato, Philippines. Alamada is a municipality in the landlocked province of Cotabato. The municipality has a land area of 787.50 square kilometers or 304.06 square miles, constituting 8.45% of Cotabato's total area. Generally, Alamada is highly elevated, characterized by rolling, hilly and undulating terrain. The municipality is compose of 17 barangays: Bao, Barangiran, Camansi, Upper Dado, Lower Dado, Guiling, and Kitacubong (Poblacion), Macabasa, Malitubog, Mapurok, Mirasol, Pacao, Paruayan, Pigcawaran, Polayagan, Rangayen and Raradangan (https://www.alamada.gov.ph/map-and-location/). This study was conducted in the Alameda West, East, and North public elementary schools. All permanent teachers teaching English in School Year 2021 – 2022 were the study's respondents.

Sampling Technique

The researcher used complete enumeration to choose the public elementary teachers teaching the English language. All the language teachers participated in the study, for it was the primary choice for the sampling design.

Instrumentation

This study used a survey questionnaire as the primary data-gathering tool. The questionnaire was divided into four parts. Part I contained the respondent's age, sex, tribe, length of service, and educational attainment. The respondents only checked or supplied the needed information on every item. The first part of the questionnaire contained five items. Part II included the 20 items that determined the respondents' ICT capability, which was rated using a scale of 1 to 5 were 5 -Very Much Capable (VMC), 4 – Capable (C), 3- Moderately Capable (MC), 2- Little Capability (LC), and 1– Not At All Capable (NAAC). This second part of the questionnaire contained 20 items. Part III was about the extent of teacher's utilization of ICT in language teaching using a scale of 1 to 5 5 – Always (A), 4 – Often (O), 3 – Sometimes (S), 2 – Rarely (R), and 1 – Never (N). This third part of the questionnaire contained twenty items. Lastly, Part IV was about the challenges experienced by the respondents in teaching language using ICT, which were rated using the scale 5- Strongly Agree (SA), 4- Agree (A), 3- Moderately Agree (MA), 2- Disagree (D), and 1- Strongly Disagree (DA), and this part of the questionnaire has eleven items.

Validity and Reliability of Instrument

To ensure the instrument's validity, the adviser, reader, panel members, and language teacher validators checked the instrument, and their suggestions were incorporated to improve it. Through this, the content and face validity were established. Afterward, the instrument was pilot tested on 20 Upper Dado Elementary School teachers who were not the study's respondents. Cronbach Alpha was used with an r-value of 0.91 which was indicative of a reliable instrument.

Data Gathering Procedure

The researcher observed the following steps in administering the study. The researcher asked permission from the Dean of the Graduate School of Notre Dame of Midsayap College and afterward from the Schools Division Superintendent of Cotabato, the District Supervisors, and School Heads. After approval was granted, survey questionnaires were administered to the English teachers of Alamada Districts and were personally retrieved by the researcher. After retrieving the questionnaire, the data gathered were coded, submitted, and processed using the appropriate statistical program.

Result

This chapter presents the results of the study in tabular forms. Data on the profile of the respondents, the ICT capability level of teachers, and the extent of teachers' utilization of ICT in language teaching are evident in this section.

Furthermore, figures on the significant difference in the capability level of teachers in using ICT and the relationship between the teacher's capability level of ICT and their extent of utilization of ICT are found in this chapter.

Moreover, responses on the challenges experienced by the respondents on the use of ICT in language teaching were revealed in this section.

Profile of Respondents

Table 1 presents the profile of the respondents.

Table 1. *Profile of Respondents*

Characteristics	*Frequency*	*Percentage*
Age		
23-28 years old	22	10.90
29-34	33	16.30
35-40	51	25.20
41-46	34	16.80
47-52	22	10.90
53-58	28	13.90
59 and above	12	5.90
Total	202	100.00

Figure 1. .

Characteristics	*Frequency*	*Percentage*
Sex		
Male	26	12.90
Female	176	87.10
Total	202	100.00

Figure 2. .

Characteristics	*Frequency*	*Percentage*
Education		
Bachelor's Degree Holder	33	16.30
With MA/MS Units	70	34.70
Master's Degree Holder	95	47.00
With Doctoral Units	3	1.50
Doctoral Degree Holder	1	0.50
Total	202	100.00

Figure 3. .

Characteristics	*Frequency*	*Percentage*
Tribe		
Ilonggo	140	69.30
Cebuano	37	18.30
Tagalog	1	0.50
Muslim	13	6.40
Ilocano	10	5.00
Iranon	1	0.50
Total	202	100.00

Figure 4. .

Characteristics	*Frequency*	*Percentage*
Length of Service		
1 year and below	6	3.00
2-7	50	24.80
8-13	64	31.70
14-19	29	14.40
20-25	18	8.90
26-31	27	13.40
32-37	8	4.00

Figure 5. .

In Alamada West District, the minimum age of teachers is 23 years old, the average age is 35, and the maximum is 64. Teachers aged from 35 – 40 years comprised 25.20 percent of the teachers. The majority of the respondents are female, which comprises 87.10 percent.

Almost half (47%) of the respondents are master's degree holders, while only one has a Doctorate. The data also showed that more than a quarter of the respondents had earned their MA/MS units. Moreover, most of the respondents belonged to the Ilonggo tribe (69%) and Cebuano tribe (18%), and there was only one respondent who is Tagalog and one Iranon. Meanwhile, in terms of length of service, most (31%) of the respondents were serving as professional teachers for eight to 13 years already, two to seven years in service (13%), and only six were serving for a year and less.

Capability Level of Teachers in Terms of Computer Knowledge, Communication Skills, Web and Presentation Skills

Tables 2a and 2b display the capability level of teachers in terms of computer knowledge, communication skills, and web and presentation skills. These are the essential skills that teachers possess to teach using ICT effectively.

Data show that item 5, which states that *I can research using a computer*, gains the highest mean rating of 4.19 (Standard Deviation=0.86), described as Capable. Then, the mean rating of 4.09 (Standard Deviation =0.83) for item 2, which states that *I can use computers associated with exchanging information*, is described as Capable.

Regarding web skills, item 1, with the statement *I can surf the internet to gather instructional materials appropriate to the learning needs of students* obtains the highest mean of 4.25 (Standard Deviation=0.83). In contrast, item 4, with the *statement I can upload and download files related to lessons* gains a mean of 4.23 (Standard Deviation =0.90), both described as Capable. The lowest average is from item 2, with the statement *I can locate interactive instructional materials using educational websites*, with a mean of 4.01 (Standard Deviation =0.85), described as Capable. The overall mean of 4.14 describes as Capable.

Regarding presentation skills, the respondents can *create instructional materials for my lesson using MS Powerpoint* with the highest mean of 4.18 (Standard Deviation =0.93) described as Capable. The lowest mean is Item 3, which says *I can duplicate the projection screen when presenting lessons*, with an average of 3.53 (Standard Deviation =1.07), described as Capable. The overall mean is 3.81, described as Capable.

Web and Presentation Skills.

Table 2a displays the Capability Level of Teachers in Terms of Computer Knowledge and Communication Skills.

The lowest rating is obtained by item 3, which states *that I can use presentation software* with a mean of 3.83 (Standard Deviation =0.92) and described as Capable. The overall mean is 4.04, described as Capable with a standard deviation of 0.98.

Concerning communication skills, item 1 has the highest mean of 4.23 (Standard Deviation =0.93), which states that *I can send a communication through e-mail*, and the statement from item 2 with a mean of 4.15 (Standard Deviation =0.98). Both items are described as Capable. The lowest mean obtained is in item 5, *I can attach videos using the messaging application in the delivery of my lesson* with 3.72 (Standard Deviation =1.03), described as Capable. The overall mean is 3.96, described as Capable.

Table 2a. *Capability Level of Teachers in Terms of Computer Knowledge and Communication Skills*

Capabilities of Teachers	*Mean*	*SD*	*Description*
Computer Knowledge I can…			
1. use computers associated with communicating in online environments.	4.08	0.79	Capable
2. use computers associated with exchanging information.	4.09	0.83	Capable
3. use a software application called presentation software.	3.83	0.92	Capable
4. collect data using the computer.	4.01	0.87	Capable
5. research using the computer	4.19	0.86	Capable

Figure 6. .

Capabilities of Teachers	*Mean*	*SD*	*Description*
Communication Skills I can…			
1. send communication through e-mail.	4.23	0.93	Capable
2. attach documents to the e-mail.	4.15	0.98	Capable
3. send messages using messaging applications in my presentation.	3.86	0.98	Capable
4. attach pictures in my presentation using messaging applications in the delivery of my lesson.	3.84	1.00	Capable
5. attach videos using the messaging application in the delivery of my lesson	3.72	1.03	Capable
Overall Mean	3.96		Capable
Overall Standard Deviation	0.98		

Figure 7. ,

Table 2b.*Capability Level of Teachers in Terms of Web and Presentation Skills*

Capabilities of Teachers	*Mean*	*SD*	*Description*
Web Skills I can…			
1. surf the internet to gather instructional materials appropriate to the learning needs of my students.	4.25	0.83	Capable
2. locate interactive instructional materials using educational websites.	4.01	0.85	Capable
3. use YouTube and other websites to gather reliable information related to my lessons.	4.16	0.89	Capable
4. upload and download files related to my lessons.	4.23	0.90	Capable
5. surf the web for reliable information related to my lessons.	4.07	0.89	Capable
Overall Mean	4.14		Capable
Overall Standard Deviation	4.14	0.87	Capable

Figure 8. .

Capabilities of Teachers	*Mean*	*SD*	*Description*
Presentation Skills I can…			
1. create instructional materials for my lesson	4.18	0.93	Capable
2. set up my presentation using Liquid Crystal Display (LCD) projector and television (TV) supports.	3.99	0.99	Capable
3. duplicate the projection screen when presenting my lessons.	3.53	1.07	Capable
4. integrate music and other audio support into my presentations	3.67	1.01	Capable
5. integrate video clips into my presentations.	3.70	1.02	Capable
Overall Mean	3.81		Capable
Overall Standard Deviation		1.00	

Figure 9. .

When it comes to web skills, item 1, *I can surf the internet together instructional materials appropriate to the learning needs of my students* obtained a mean of 4.25 (Standard Deviation=0.83), while item 4, with the statement *I can upload and download files related to my lessons* with an average of 4.23 (Standard Deviation =0.90), both described as Capable. The lowest average was from item 2, with the statement *I can locate interactive instructional materials using educational websites*, with a mean of 4.01 (Standard Deviation =0.85), described as Capable.

Regarding presentation skills, the respondents *can create instructional materials for their lesson using MS Powerpoint* with the highest mean of 4.18 (Standard Deviation =0.93), described as Capable. The lowest mean was from Item 3, which said *I could duplicate the projection screen when presenting my lessons*, with an average of 3.53 (Standard Deviation =1.07), described as Capable.

Regarding the ICT skills of the respondents, they are considered capable, though, based on the data, some still need to improve in some areas. Generally, they possess web skills and communication, web, and presentation skills.

Summary of Capability Level of Teachers

Table 3 displays the summary of the capability level of teachers. Results revealed that language teachers could use ICT regarding computer knowledge, communication, and web and presentation skills.

Table 3 reflects that the Web Skills of the teachers got an overall average of 4.14 (Standard Deviation = 0.87), described as Capable. Computer Knowledge has an overall mean of 4.04 (Standard Deviation = 0.85), described as Capable, whereas Communication Skills obtained an overall mean of 3.96 Standard Deviation = 0.98), described as Capable. On the other hand, Presentation Skills got an overall mean of 3.81 (Standard Deviation = 1.00), described as Capable.

Table 3**.** *Summary of Capability Level of Teachers in Terms of Computer Knowledge, Communication Skills, Web and Presentation Skills*

Areas	*Mean*	*SD*	*Description*
Computer Knowledge	4.04	0.85	Capable
Communication Skills	3.96	0.98	Capable
Web Skills	4.14	0.87	Capable
Presentation Skills	3.81	1.00	Capable
Grand Mean	3.99		
SD		0.93	

Figure 10. .

Tables 4a and 4b present the extent of teachers' utilization of ICT in language teaching.

Reading

Regarding reading, data reveal that the overall mean is 3.18, described as Sometimes with a standard deviation of 1.28. Item 2 has the highest average with the statement *I used Rewordify to let my learners read, understand and enrich their vocabulary* with a mean of 3.38, described as Sometimes with a standard deviation of 1. 29. This is followed by item 4 with a mean of 3.36 for the statement *I used Read with Me to monitor oral reading progress and skills,* described as Sometimes with a standard deviation of 1.28. The item that obtained the lowest mean is item 5 with the statement *I used Language Garden for the pupils to learn about language plants* with an average of 2.96, described as Sometimes with a standard deviation of 1.24.

Table 4**.** *Extent of Teachers' Utilization of ICT in Language Teaching*

Language Area Skills	*Mean*	*SD*	*Description*
Reading I used…			
1. Reading Bear to help my learners learn to read.	3.20	1.38	Sometimes
2. Rewordify to let my learners read, understand and enrich their vocabulary.	3.01	1.21	Sometimes
3. Speak It to read selected text using Text-to-Speech technology with language auto-detector.	3.36	1.28	Sometimes
4. Read with Me to monitor oral reading progress and skills.	3.36	1.28	Sometimes
5. Language Garden for the pupils to learn about language plants.	2.96	1.24	Sometimes
Overall Mean	3.18		Sometimes
Overall Standard Deviation	1.28		

Figure 11. .

Language Area Skills	*Mean*	*SD*	*Description*
Writing I used video clips in…			
1. spelling activities to enrich their spelling skills.	3.46	1.03	Often
2. rules in grammar to improve their grammar skills.	3.20	1.03	Sometimes
3. citation format to acknowledge intellectual profits of the author.	3.20	1.03	Sometimes
4. sentence connectors in English to connect ideas in a given sentence.	3.37	1.04	Sometimes

Figure 12. .

Writing

Regarding using ICT in writing, item 1 got the highest average of 3.56 and a standard deviation of 1.15, which states that *I used video clips of spelling activities to enrich their spelling skills,* described as Often. Item 2, *I used video clips of rules in grammar to improve their grammar skills,* has a mean of 3.46 and a standard deviation of 1.03, described as Sometimes. However, item 3 got the lowest average of 3.20, described as Sometimes stating that *I used video clips of citation format to acknowledge intellectual profits,* with a standard deviation of 1.03.

Speaking

Data reveal that Item 1 has the highest mean of 3.54 (Standard Deviation=1.20) with a statement, *I used the internet to find many learning materials such as audio, video, games, and TV shows for my lessons in English,* described as Sometimes. Both item 3 which state *I used Technology Enhanced Language Learning (TELL) to access technologies available for the enhancement of English language learning* and Item 4 with a statement that *I used Podcasts for my learners to familiarize the English language*, have the lowest mean of 2.70 (Standard Deviation =1.24 and Standard Deviation =1.23, respectively described as Sometimes. The overall mean is 2.90, described as Sometimes.

Table 4b. *The Extent of Teachers' Utilization of ICT in Language Teaching in Speaking and Listening*

Language Area Skills	*Mean*	*SD*	*Description*
Speaking I used…			
1. Communication Labs Software to develop my learners' speaking skills.	2.75	1.20	Sometimes
2. Speech Recognition Software to improve my learners' abilities in speaking.	2.81	1.24	Sometimes
3. Technology Enhanced Language Learning (TELL) to access technologies available for the enhancement of English language learning.	2.70	1.24	Sometimes
4. Podcasts for my learners to familiarize the English language.	2.70	1.23	Sometimes
5. internet to find a lot of learning materials such as audio, video, games and TV shows for my lessons in English.	3.54	1.20	Often
Overall Mean	2.90		Sometimes
Overall Standard Deviation	1.22		

Figure 13. .

Language Area Skills	*Mean*	*SD*	*Description*
Listening I used…			
1. audio visual presentation often times during my class.	3.50	1.07	Often
2. Reference sites online to gather interactive activities for my lessons.	3.45	1.01	Sometimes
3. audio-visual presentations for story telling listening	3.49	1.04	Sometimes
4. audio-visual presentations for specific words and expressions.	3.42	1.00	Sometimes
5. English movies as one of my instructional materials in teaching English.	3.29	1.05	Sometimes
Overall Mean	3.43		Sometimes
Overall Standard Deviation	1.03		

Figure 14. .

For the listening skills, data reveal that item 1, with the statement *I used audio-visual presentation often during my class,* has the highest average of 3.50, described as Often, with a standard deviation of 1.07. Item 3 comes next with a mean of 3.49 with a standard deviation of 1.04 with the statement *I used audio-visual presentations for storytelling listening game,* described as Sometimes. The lowest mean of 3.29 (Standard Deviation =1.05) is from Item 5, which states that *I used English movies as one of my instructional materials in teaching English,* described as Sometimes. The overall mean is 2.90, described as Sometimes.

Summary of the Extent of Teachers' Utilization of ICT in Language Teaching

Table 5 shows the extent of language teachers' utilization of ICT tools in teaching, and it can be described as Sometimes based on their overall mean. Results show that teachers mean that they use only some of the time the ICT tools they have learned.

Table 5. *Summary of the Extent of Teachers' Utilization of ICT in Language Teaching*

Areas	*Mean*	*SD*	*Description*
Reading	3.18	1.28	Sometimes
Writing	3.37	1.06	Sometimes
Speaking	2.90	1.22	Sometimes
Listening	3.43	1.03	Sometimes
Grand Mean	3.22		Sometimes
SD		1.15	

Figure 15. .

The data reveal that the overall mean on the extent of utilization of ICT in teaching reading is 3.18, described as Sometimes with a standard deviation of 1.28, while in teaching writing, the obtained overall mean of 3.37, described as Sometimes with a standard deviation of 1.06. On the other hand, in teaching speaking skills, there is an overall average of 2.90, described as Sometimes with a standard deviation of 1.22. In listening, the overall average of 3.43 also got a description of the Sometimes and a standard deviation of 1.03.

Significant Difference in the Capability Level of Teachers in Using ICT When Grouped According to Sex

Table 6a reflects the significant difference in the capability level of teachers in using ICT when grouped according to sex.

Table 6a. *Significant Difference in the Capability Level of Teachers in Using ICT when Grouped According to Sex*

Areas	*Sex*	*N*	*Mean Rank*	*p-value*
Computer Knowledge	Male	26	105.40	0.713
	Female	176	100.92	
	Total	202		
Communication Skills	Male	26	113.12	0.274
	Female	176	100.89	
	Total	202		
WEB Skills	Male	26	105.62	0.698
	Female	176	100.89	
	Total	202		
Presentation Skills	Male	26	112.29	0.311
	Female	176	99.91	
	Total	202		

Figure 16. .

For the capabilities of teachers, when grouped according to sex, the mean ranks displayed for computer knowledge are 105.40 for males and 100.92 for females. For communication skills, males have a mean rank of 113.12, while females have 99.78. For web skills, males have a mean rank of 105.62, while females have 100.89. Lastly, for presentation skills, males have a mean rank of 112.29, while females have 99.91.

The results indicate that the p-value of 0.713, 0.274, 0.698, and 0.311 are more significant than the 0.05 level of significance. The findings reveal no significant differences between the capability levels of teachers in using ICT when grouped according to sex. Therefore, the null hypothesis, which states that there is no significant difference between the capability levels of the teachers in using ICT when grouped according to the selected profile, is not rejected.

Significant Difference in the Capability Level of Teachers in Using ICTWhen Grouped According to Age Categories

Table 6b presents the significant difference in the capability level of teachers in using ICT when grouped according to age categories.

Table 6b. *Significant Difference in the Capability Level of Teachers in Using ICT when Grouped According to Age Categorie*

Areas	*Sex*	*N*	*Mean Rank*	*p-value*
Computer Knowledge	23-28 years old	*22*	*119.89*	*0.000*
	29-34	33	136.11	
	35-40	51	117.52	
	41-46	34	102.43	
	47-52	22	80.95	
	53-58	28	59.34	
	59-64	12	37.96	
	Total	202		
Communication Skills	23-28 years old	22	136.68	0.000
	29-34	33	132.91	
	35-40	51	113.88	
	41-46	34	95.57	
	47-52	22	85.14	
	53-58	28	59.27	
	59-64	12	43.33	
	Total	202		
WEB Skills	23-28 years old	22	129.66	0.000
	29-34	33	139.08	
	35-40	51	111.88	
	41-46	34	99.41	
	47-52	22	79.75	
	53-58	28	62.18	
	59-64	12	39.96	
	Total	202		

Figure 17. .

	Total	202		
Presentation Skills	23-28 years old	22	137.05	0.000
	29-34	33	134.09	
	35-40	51	109.06	
	41-46	34	90.59	
	47-52	22	90.91	
	53-58	28	68.73	
	59-64	12	41.38	
	Total	202		

Figure 18. .

The results reveal that the mean ranks according to age category are the following: computer knowledge (23-28 years old – 19.89; 29-34 years old - 136.11; 35-40 years old – 117.52; communication skills (23-28 years old – 136.68, 29-34 years old – 132.91, 59-64 years old – 43.33); web skills (23-28 years old – 129.66; 29-34 years old - 139.08; 59-64 years old – 39.96; and presentation skills (23-28 years old – 137.05, 29-34 years old – 134.09, 59-64 years old – 41.38).

The p-value for all the areas generated is 0.000, which is lower than 0.05, signifying a significant difference in the capability level of teachers in using ICT when grouped according to age categories. Thus null hypothesis is rejected.

Significant Difference in the Capability Level of Teachers in Using ICT When Grouped According to Educational Attainment

Table 6c displays the significant difference in the capability level of teachers in using ICT when grouped according to educational attainment.

Table 6c. *Significant Difference in the Capability Level of Teachers in Using ICT When Grouped According to Educational Attainment*

Areas	*Educational Attainment*	*N*	*Mean Rank*	*p-value*
Computer Knowledge	Bachelor's Degree Holder	33	86.15	0.096
	With MA/MS Units	70	113.99	
	Master's Degree Holder	95	97.04	
	With Doctoral Units	3	86.67	
	Doctoral Degree Holder	1	90.20	
	Total	202		
Communication Skills	Bachelor's Degree Holder	33	90.02	0.470
	With MA/MS Units	70	107.39	
	Master's Degree Holder	95	99.44	
	With Doctoral Units	3	122.33	
	Doctoral Degree Holder	1	110.20	
	Total	202		
WEB Skills	Bachelor's Degree Holder	33	80.76	0.105
	With MA/MS Units	70	108.44	
	Master's Degree Holder	95	101.57	
	With Doctoral Units	3	132.00	
	Doctoral Degree Holder	1	115.35	
	Total	202		
Presentation Skills	Bachelor's Degree Holder	33	87.68	0.424
	With MA/MS Units	70	106.39	
	Master's Degree Holder	95	102.32	
	With Doctoral Units	3	80.00	
	Doctoral Degree Holder	1	96.43	
	Total	202		

Figure 19. .

The result presents that the mean ranks of the capabilities of teachers when grouped according to educational attainment are the following: computer knowledge (Bachelor's degree holder – 86.15; with MA/MS units – 113.99; Master's degree holder – 97.04; communication skills (Bachelor's degree holder – 90.02; with MA/MS units – 107.39; Master's degree holder – 99.44; With doctoral units – 122.33; Doctoral degree holder – 110.20); web skills (Bachelor's degree holder – 80.76; With doctoral units – 132.00; Doctoral degree holder – 115.35); and presentation skills (with MA/MS units – 106.39, Master's degree holder – 102.32; With doctoral units – 80.00).

The results show that the p-values of 0.096, 0.470, 0.105, and 0.424 are more significant than 0.05. Therefore, the null hypothesis, which states that there is no significant difference in the capability level of teachers in using ICT when grouped according to educational attainment, is accepted.

Significant Difference in the Capability Level of Teachers in Using ICT When Grouped According to Tribe

Table 6d presents the significant difference in the capability level of teachers in using ICT when grouped according to the tribe.

The findings present that the mean ranks on the capability level of teachers in using ICT when grouped according to the tribe are the following: computer knowledge (Ilonggo – 100.75; Cebuano – 104.78; Tagalog – 68.00; Muslim – 99.85; Ilocano – 106.60; Iranon – 89.50); communication skills (Ilonggo – 101.46; Cebuano – 101.34; Tagalog –93.00; Muslim – 106.38; Ilocano – 98.00; Iranon – 93.00); web skills (Ilonggo – 101.48; Cebuano – 101.64; Tagalog – 72.50; Muslim – 102.38; Ilocano – 99.70; Iranon – 134.50); and presentation skills (Ilonggo – 100.99; Cebuano – 102.51; Tagalog – 67.50; Muslim – 105.00; Ilocano – 103.70; Iranon – 101.50).

Table 6d. *Significant Difference in the Capability Level of Teachers in Using ICT when Grouped According to Tribe*

Areas	*Tribe*	*N*	*Mean Rank*	*p-value*
Computer Knowledge	Ilonggo	140	100.75	0.988
	Cebuano	37	104.78	
	Tagalog	1	68.80	
	Muslim	13		
	Tagalog	1	68.00	
	Muslim	13	99.85	
	Ilocano	10	106.60	
	Iranon	1	89.50	
	Total	202		
Communication Skills	Ilonggo	140	101.46	0.999
	Cebuano	37	101.34	
	Tagalog	1	93.00	
	Muslim	13	106.38	
	Ilocano	10	98.00	
	Iranon	1	93.00	
	Total	202		
WEB Skills	Ilonggo	140	101.48	0.988
	Cebuano	37	101.64	
	Tagalog	1	72.50	
	Muslim	13	102.38	
	Ilocano	10	99.70	
	Iranon	1	134.50	
	Total	202		
Presentation Skills	Ilonggo	140	100.99	0.995
	Cebuano	37	102.51	
	Tagalog	1	67.50	
	Muslim	13	105.00	
	Ilocano	10	103.70	
	Iranon	1	101.50	
	Total	202		

Figure 20. .

The data reveal that the p-values of 0.988, 0.999, and 0.995 for all the areas are more significant than 0.05, meaning the null hypothesis, which states that there is no significant difference in the capability level of teachers in using ICT when grouped according to the tribe, is accepted.

Significant Difference in the Capability Level of Teachers in Using ICT When Grouped According to Length of Service

Table 6e presents the significant difference in the capability level of teachers in using ICT when grouped according to the length of service.

The results show that the mean ranks on the significant difference on thecapability level of teachers in using ICT when grouped according to a length of service was the following: computer knowledge (1 year and below – 134.00; 2-7 years – 125.70; 32-37 years – 21.69); communication skills (1 year and below – 140.75; 2-7 years – 123.61; 32-37 years – 23.56); web skills (1 year and below – 134.50; 2-7 years – 128.60; 32-37 years – 16.06); and presentation skills (1 year and below – 160.5; 2-7 years – 121.63; 32-37 years – 25.41).

Data display the p-value is 0.000 in all areas, which is less than 0.05 signifies that the null hypothesis, which states that there is a significant difference in the capability level of teachers in using ICT when grouped according to the length of service, is rejected. When grouped according to age and length of service, the p-value is less than 0.05. Thus, there is a significant difference in the extent of teachers' utilization of ICT, and the null hypothesis is rejected. On the other hand, when grouped according to educational attainment and tribe, the p-value is higher than 0.05, meaning there is no significant difference. Thus, the null hypothesis is not rejected.

Table 6e. *Significant Difference in the Capability Level of Teachers in Using ICT When Grouped According to Length of Service*

Areas	*Length of Service*	*n*	*Mean rank*	*p value*
Rank				
Computer Knowledge	1 year and below	6	134.00	0.000
	2-7	50	125.70	
	8-13	64	117.75	
	14-19	29	102.59	
	20-25	18	70.89	
	26-31	27	53.83	
	32-37	8	21.69	
Total		202		
Communication Skills	1 year and below	6	140.75	0.000
	2-7	50	123.61	
	8-13	64	121.45	
	14-19	29	91.66	
	20-25	18	73.14	
	26-31	27	57.11	
	32-37	8	23.56	
Total		202		

Figure 21. .

WEB Skills	1 year and below	6	134.50	0.000
	2-7	50	128.60	
	8-13	64	112.48	
	14-19	29	105.84	
	20-25	18	70.00	
	26-31	27	59.59	
	32-37	8	16.06	
Total		202		
Presentation Skills	1 year and below	6	160.50	0.000
2-7	50	121.63		
8-13	64	111.41		
14-19	29	103.05		
20-25	18		68.67	
26-31	27	70.41		
32-37	8	25.31		
Total	202			

Figure 22. .

Extent ICT Utilization	*Age Category*	*n*	*Mean Rank*	*p value*
Reading	23-28 years old	22	110.39	0.560
29-34	33	112.26		
35-40	51	96.78		
41-46	34	106.24		
47-52	22	94.00		
53-58	28	101.55		
59-64	12	75.88		
Total	202			
Writing	23-28 years old	22	117.80	0.093
29-34	33	108.56		
35-40	51	100.77		
41-46	34	101.63		
47-52	22	92.27		
53-58	28	108.68		
59-64	12	55.08		
Total	202			
Speaking	23-28 years old	22	116.14	0.196
29-34	33	108.59		
35-40	51	97.25		
41-46	34	106.69		
47-52	22	100.18		
53-58	28	102.07		
59-64	12	59.58		
Total	202			

Figure 23. .

Listening	23-28 years old	22	114.64	0.006
29-34	33	125.79		
35-40	51	104.14		
41-46	34	96.06		
47-52	22	103.09		
53-58	28	83.70		
59-64	12	53.46		
Total	202			

Figure 24. .

Significant Difference in the Extent of Teachers' Utilization of ICT in Teaching Language When Grouped According to Age Category

Table 7a presents the significant difference in the extent of teachers' utilization of ICT in teaching language when grouped according to age category.

The findings reveal that the mean ranks on the extent of teachers' utilization of ICT in teaching language when grouped according to age category are the following: reading (23-28 years old – 110.39; 29-34 years old – 112.26); writing (23-28 years old – 117.80; 29-34 years old – 108.56); speaking (23-28 years old – 116.14, 29-34 years old – 108.59); and listening (23-28 years old – 110.39, 29-34 years old – 112.26).

Table 7. *Significant Difference in the Extent of Teachers' Utilization of ICT in Teaching Language When Grouped According to Age Category*

The results show no significant difference in the extent of teachers' utilization of ICT in teaching language when grouped according to age category in the area of reading, writing, and speaking. Since the p-value is higher than 0.05, the null hypothesis is not rejected. On the other hand, with listening, the p-value is 0.006, which is lower than 0.05, meaning there is a significant difference. Hence the null hypothesis is rejected.

Significant Difference in the Extent of Teachers' Utilization of ICT in Teaching Language When Grouped According to Sex

Table 7b presents the significant difference in the

extent of teachers' utilization of ICT in teaching language when grouped according to sex.

The mean ranks on the extent of teachers' utilization of ICT in teaching language when grouped according to sex were the following: reading (male – 114.81, female – 99.53), writing (male – 107.31; female – 100.64), speaking (male – 120.77; female – 98.65); and listening (male – 105.40; female – 100.92).

Table 7b. *Significant Difference in the Extent of Teachers' Utilization of ICT in Teaching Language when Grouped According to Sex*

Extent ICT Utilization	*Sex*	*n*	*Mean Rank*	*p value*
Reading	Male	26	114.81	0.212
	Female	176	99.53	
	Total	202		
Writing	Male	26	107.31	0.585
	Female	176	100.64	
	Total	202		
Speaking	Male	26	120.77	0.071
	Female	176	98.65	
	Total	202		
Listening	Male	26	105.40	0.714
	Female	176	100.92	
	Total	202		

Figure 25. .

Data show that the p-value of reading (0.212), writing (0.585), speaking (0.071), and listening (0.714) is higher than 0.05. Consequently, the null hypothesis, which states that there is no significant difference in the extent of teachers' utilization of ICT in teaching language when grouped according to sex, is rejected.

Significant Difference in the Extent of Teachers' Utilization of ICT in Teaching Language When Grouped According to Educational Attainment

Table 7c presents the significant difference in the extent of teachers' utilization of ICT in teaching language when grouped according to educational attainment.

Table 7c presents that the highest mean ranks on the extent of utilization of ICT in teaching language when grouped according to educational attainment were the following: reading, speaking, writing, and listening (with Doctoral units – 129.17, Doctoral degree holder – 134.45); writing (with Doctoral units – 133.33, Doctoral degree holder – 130.20); speaking (with Doctoral units – 131.30, Doctoral degree holder – 130.10); and listening (with Doctoral units – 137.50, Doctoral degree holder- 130.10).

Table 7c. *Significant Difference in the Extent of Teachers' Utilization of ICT in Teaching Language when Grouped According to Educational Attainment*

Extent ICT Utilization	*Education*	*n*	*Mean Rank*	*p value*
Reading	Bachelor's Degree Holder	33	86.95	0.290
	With MA/MS Units	70	98.46	
	`Master's Degree Holder	95	106.86	
	With Doctoral Units	3	129.17	
	Doctoral Degree Holder	1	134.45	
	Total	202		
Writing	Bachelor's Degree Holder	33	82.89	0.202
	With MA/MS Units	70	103.99	
	Master's Degree Holder	95	104.07	
	With Doctoral Units	3	133.33	
	Doctoral Degree Holder	1	130.20	
	Total	202		
Speaking	Bachelor's Degree Holder	33	82.89	0.470
	With MA/MS Units	70	103.99	
	Master's Degree Holder	95	104.07	
	With Doctoral Units	3	131.30	
	Doctoral Degree Holder	1		
	Total	202		
Listening	Bachelor's Degree Holder	33	75.59	0.016
	With MA/MS Units	70	112.41	
	Master's Degree Holder	95	100.26	
	With Doctoral Units	3	137.50	
	Doctoral Degree Holder	1	130.10	
	Total	202		

Figure 26. .

Results show that reading obtained a p-value of 0.290, writing 0.202, speaking 0.202, and listening 0.470, which are higher than 0.05 and considered insignificant. Thus, the null hypothesis, which states that there is no significant difference in the extent of utilization of ICT in teaching language when grouped according to educational attainment, is accepted.

Significant Difference in the Extent of Teachers' Utilization of ICT in Teaching Language When Grouped According to Length of Service

Table 7d presents the significant difference in the extent of teachers' utilization of ICT in teaching language when grouped according to the length of service.

Table 7d reflects that the mean ranks on the extent of utilization of ICT in teaching language when grouped according to the length of service are the following: reading (1 year and below – 114.67, 2-7 years –

107.89); writing (1 year and below – 128.75, 14-19 years – 111.62); speaking (1 year and below – 150.17, 14-19 years – 108.14) and listening (1 year and below – 144.50, 2-7 years 112.12).

Table 7d. *Significant Difference in the Extent of Teacher's Utilization of ICT in Teaching Language when Grouped According to Length of Service*

Extent ICT Utilization	*Length Of Service*	*n*	*Mean Rank*	*p value*
Reading	1 year and below	6	114.67	0.676
	2-7	50	107.89	
	8-13	64	102.36	
	14-19	29	106.40	
	20-25	18		
	26-31	27	97.17	
	32-37	8	76.75	
	Total	202		
Writing	1 yr and below	6	128.75	0.166
	2-7	50	104.68	
	8-13	64	104.45	
	14-19	29	111.62	
	20-25	18	87.64	
	26-31	27	94.89	
	32-37	8	54.38	
	Total	202		
Speaking	1 yr and below	6	150.17	0.044
	2-7	50	103.34	
	8-13	64	104.61	
	14-19	29	108.14	
	20-25	18		
	26-31	27	91.07	
	32-37	8	46.00	
	Total	202		

Figure 27. .

Data show that the p-values of reading (0.676) and writing (0.166) are higher than 0.05, considered insignificant, and therefore, the null hypothesis is not rejected. On the]other hand, speaking (p-value=0.044) and listening (p-value=0.003), which are lower than 0.05, are considered significant. Therefore, the null hypothesis, which states that there is a significant difference in the extent of ICT teachers' utilization in speaking and listening, is rejected.

Significant Difference in the Extent of Teachers' Utilization of ICT in Teaching Language when Grouped According to Tribe

Table 7e presents the mean ranks on the extent of teachers' utilization of ICT in teaching language when grouped according to the tribe the following: reading (Muslim – 107.81, Iranon – 158.00); writing (Ilocano – 121.45, Iranon – 137.00); speaking (Ilocano – 113.30, Iranon – 124.00); and listening (Cebuano – 111.19, Ilocano – 104.10).

Table 7e. *Significant Difference in the Extent of Teacher's Utilization of ICT in Teaching Language when Grouped According to Tribe*

Extent ICT Utilization	*Tribe*	*n*	*Mean Rank*	*p value*
Reading	Ilonggo	140	99.44	0.911
	Cebuano	37	106.15	
	Tagalog	198.50		
	Muslim	13	107.81	
	Ilocano	10	99.65	
	Iranon	1	158.00	
	Total	202		
Writing	Ilonggo	140	99.34	0.871
	Cebuano	37	102.77	
	Tagalog	1	118.00	
	Muslim	13	101.77	
	Ilocano	10	121.45	
	Iranon	1	137.00	
	Total			
Speaking	Ilonggo	140	99.55	0.965
	Cebuano	37	105.78	
	Tagalog		188.00	
	Muslim	13	100.58	
	Ilocano	10	113.30	
	Iranon			
	Total	202		
Total Listening				
	Ilonggo	1	124.00	0.920
	Cebuano	37	202	
	Tagalog	1	96.50	
	Muslim	13	104.04	
	Ilocano	10	104.10	
	Iranon	1	96.50	
	Total	202		

Figure 28. .

Data show that the p-values of reading (0.911), writing (0.871), speaking (0.965), and listening (0.920) are higher than 0.05, which means that the null hypothesis, which states that there is no significant difference in the extent of teachers' utilization of ICT in teaching language when grouped according to the tribe is not rejected.

Relationship between the Teacher's Capability Level of ICT and their Extent of Utilization of ICT in Teaching Reading, Writing, Speaking and

Listening

Table 8 shows the relationship between the teachers' capability level of ICT and their extent of utilization of ICT in teaching reading, writing, speaking, and listening. The data show a relationship between the teachers' capability level of ICT and their extent of utilization of ICT in teaching reading, writing, speaking, and listening.

As seen in Table 8, all the p-values are 0.000, which is less than a 0.05 level of significance. Hence, this indicates that the null hypothesis, which states that there is no significant relationship between the teachers' capability level of ICT and their extent of utilization of ICT in teaching reading, writing, speaking, and listening, is rejected.

Table 8. *Relationship between the Teacher's Capability Level of ICT and their Extent of Utilization of ICT in Teaching Reading, Writing, Speaking, and Listening*

Variable	*Teachers Capability Level of ICT*							
Extent Of ICT Utilization	*Computer Knowledge*		*Communication skills*		*Web Skills*		*Presentation Skills*	
	r value	p value	r value	p value	r value	p value	r value	p value
Reading	0.256	0.000	0.356	0.000	0.406	0.000	0.367	0.000
Writing	0.331	0.000	0.432	0.000	0.444	0.000	0.440	0.000
Speaking,	0.287	0.000	0.375	0.000	0.422	0.000	0.407	0.000
Listening	0.371	0.000	0.425	0.000	0.522	0.000	0.507	0.000

Figure 29. .

Challenges Experienced by the Respondents on the Use of ICT in Language Teaching

Table 9 shows the challenges experienced by the respondents regarding the use of ICT in language teaching.

Table 9. *Challenges Experienced by the Respondents on the Use of ICT in Language Teaching*

Challenges	*Mean*	*SD*	*Description*
1. Lack of technical support	3.74	1.06	A Problem
2. Lack of adequate ICT equipment and internet access	3.97	0.91	A Problem
3. Lack of training on how to update ICT skills	3.65	0.97	A Problem
4. Lack of software or websites that support Department of Education Most Essential Learning Competencies (MELC)	3.61	0.94	A Problem
5. Lack of time in planning interactive instructional materials using educational websites.	3.75	0.99	A Problem
6. Limited knowledge of different reference sites for interactive activities for my lessons	3.49	0.93	A Problem
7. Limited understanding of how to integrate Information and Communication Technology	3.43	1.01	Moderately a Problem
8. Limited knowledge of how to make full use of Information and Communication Technology	3.49	1.00	A Problem
9. Weak in managing problems involving ICT such as virus attacks and low connectivity	3.75	1.05	A Problem
10. Difficulty in downloading/uploading video clips	3.25	1.20	Moderately a Problem
11. More work and additional struggle in preparing interactive instructional materials	3.82	1.04	A Problem
Overall Mean	3.63		A Problem
Overall Standard Deviation		1.01	

Figure 30. .

Figure 31. .

Discussion

This chapter covers the discussion and implications of the results of the study. It includes the profile of the respondents, the capability level of teachers, the relationship between the teachers' capability level in

ICT, their extent of utilization of ICT in teaching, and the challenges experienced by the respondents on the use of ICT in language teaching.

Profile of the Respondents

In Alamada West District, the maximum age of the respondents teaching language using ICT is 64, the average is 35, and the minimum age is 23, which means there is a mixture of young and seasoned teachers. It implies that the teachers have already gained experience using ICT in language teaching. Moreover, most of the respondents are female, indicating that female teachers dominate the district. It implies that more female respondents are interested in the teaching profession, more so with the language as their field.

Furthermore, the majority of the respondents are Master's degree holders which means that they are competent and skillful in teaching. It implies that they can deliver their lessons more effectively by using ICT in education. Most respondents are from the Ilonggo tribe since this tribe dominates the community. Meanwhile, in terms of length of service, most of the respondents are within eight to ten years now as professional teachers which shows that they have earned a lot of experience in teaching. It implies that they have enough knowledge to use ICT effectively in education.

Capability Level of Teachers in Terms of Computer Knowledge, Communication Skills, Web and Presentation Skills

Computer Knowledge. In terms of computer knowledge, the result shows that the teachers can use ICT, especially when *doing research,* and *using computers associated with exchanging information* gets the highest means. It indicates that teachers are knowledgeable in using computers to search for researchable information. It implies that the teachers are equipped with the necessary knowledge and skills as far as computer knowledge is concerned. However, the item with the lowest mean obtained by teachers is *uses a presentation software application.* Though it has the lowest standard, teachers can use computer software to teach their lessons. It implies that teachers are resourceful in making their lessons creative and interactive.

These results support the findings of Osuji (2010) and Aslan and Zhu (2016), who emphasized that almost all the areas of human life today require computer knowledge. The modern-day teacher must be highly computer literate to be able to assist learners in fitting nicely into modern society. Moreover, they revealed that using a laptop is vital in educating children from about five years of age; thus, educators should be up-to-date with the ICT developments to ensure learners' needs are catered for from a tender age.

During FGD, five respondents verbally emphasized that they used ICT to research and exchange information. However, in terms of using learning apps in teaching language, they did not use them permanently due to lack of time to prepare. According to them, they are very much willing to use it for the good of their pupils, but English learning apps have yet to be introduced to them. One of the respondents shared that she needs more time to prepare for it. Also, two respondents shared that they needed to be guided on using English learning apps in teaching language. In addition, one respondent who is 55 years old emphasized that she has no knowledge in terms of the computer but only depended on her colleagues who are younger than her and, finally, just copied PPT and video lessons from her colleagues to be utilized when she teaches reading, writing, and speaking.

Communication Skills. Regarding communication skills, the respondents *can communicate through e-mail and attach documents to the e-mail*. It means that teachers can maintain the connection with their peers and members of professional groups through e-mail and share information by attaching documents in the e-mail. It implies that teachers are knowledgeable in sending communication through e-mail and linking documents with their administrators and co-teachers. On the other hand, the item stating *I can attach videos using the messaging application in the lesson delivery* got the lowest mean. Though the thing reached the lowest standard, this shows that teachers are knowledgeable in attaching videos using a messaging application. Teachers are trying their best to maximize the use of ICT in reaching out to their co-teachers, friends, and students.

These findings corroborate the findings of Lorenzo (2016) and Prajapati (2022), who discussed that technology nowadays has become prevalent in the Philippines. It revolutionized the way people see and appreciate things, especially in the field of education. Teachers, parents, and students now realize their significance in the quest for knowledge in this age of information technology. The results also validated their statement that technology has brought about unprecedented changes in this world. Gone are the days when people used to travel on horses and camels from one place to another.

During Focus Group Discussion, one respondent, who is already 55 years old, shared that she needs to be more knowledgeable about computers but needs to work hard to know about them. She can now research using ICT but needs to learn more about sending e-mails. What she does is that she always asks help from her daughter-in-law to assist her in sending e-mails. In terms of English learning apps, she will use them if her colleagues introduce them to her. According to her, she is old enough to spend most of her time exploring.

Web Skills. Regarding web skills, results discloses that the respondents are *capable of surfing the internet to gather instructional materials appropriate to the learning needs of their students* and *they can upload and download files related to their lessons* getting the highest mean. It means that the teachers disclosed competence in using the web to upload and download instructional materials related to the content of their subject. It gives an implication that teachers rely on more than their textbooks and teachers' guides as their source of information. The item with the lowest mean is *I can locate interactive instructional materials using the educational website.* Although the article got the lowest, the teachers are still good at searching for interactive and collaborative activities suited to the diverse needs of the learners. It implies that teachers are very resourceful in searching for activities that will develop the different skills of the learners for a meaningful learning experience.

These results supports the findings of Babalola and Shittu (2015), who stated that ICT helps teachers in the classroom prepare for their lessons by getting sufficient materials through the internet channels. Teachers can prepare their lesson notes without relying on books. ICT facilities such as computers allow the teachers to project an exciting game from the internet, making the class more interesting and enjoyable. It helps the teachers with their teaching program: Through the internet, teachers acquire more materials to train the students in their area of specialization.

Out of six respondents, four shared that it is straightforward to upload and download files and locate interactive instructional materials to be used in teaching the language. Another one finds it hard to do such things because of her age. Further, she shared that every time she visits the classroom of her colleagues and new video lessons is used in teaching language, she asks copies of the videos.

Presentation Skills. In terms of presentation skills, the teachers can *create instructional materials fortheir lesson using MS Powerpoint.* Similarly, they also *use LCD projectors and television in presenting their studies*. These items got the highest mean. It indicates that teachers use MS Powerpoint, LCD projectors, and television in giving the lessons since these are the most convenient and available tools in the school. It implies that teachers are very innovative and creative in imparting the address to the students. On the contrary, an item that states *I can duplicate the projection screen when presenting my lesson* got the lowest mean. It shows that teachers can do so despite being rated as inadequate.These results support the findings of Bhattacharjee and Deb (2016), which stated that ICT could change the nature of education and the roles of students and teachers in the teaching-learning process.

Summary of the Capability Level of Teachers in Terms of Computer Knowledge, Communication Skills, Web and Presentation Skills

In general, the teachers are knowledgeable and capable in terms of computer knowledge, communication, web, and presentation skills. It implies they have the tools to deliver quality language teaching that produces successful and productive learners. Nowadays, teachers have the initiative to find solutions whenever they lack ICT facilities and interactive instructional materials to teach language.

The extent of Teachers' Utilization of ICT in Language Teaching

Reading. In terms of reading, the teachers used various ICT tools such as *Rewordify, Read with Me,* and *Language Garden*, revealing the highest mean. The findings showed that they sometimes use these tools to help them develop the reading skills of their learners. It implies that they use various strategies but are only sometimes utilized for the development of the reading skills of their learners.

Results support the statement of Capodieci et al. (2020) who stated that reading comprehension has always been a foundation for achievement in several areas of the educational system and a prerequisite for successful participation in most areas of adult life. The increased availability of technologies and web-based resources can be proper support, both in the educational and clinical fields, to devise training activities that can be carried out remotely.

During Focus Group Discussion, four out of six teachers said they only sometimes use software apps to

teach language. They only use video lessons and PPTs as their instructional materials. According to them, they do not have time to access those learning apps. One respondent shared that they are willing to learn if somebody offers help to access. Another also shared that she needs to become more familiar with English learning apps. The only app she is using is Kotube. She also emphasized that if each of her pupils has a cellphone and a strong internet connection, she can use it daily in her English class.

Writing. Regarding using ICT in writing, results reveal that the teachers *used video clips of spelling activities to enrich their spelling skills*. They often do this particular strategy. Sometimes, they *used video clips to improve their grammar skills and video clips of citation format to acknowledge the author's intellectual properties*. It got the lowest mean. This result means that the teachers used ICT to improve the writing skills of their learners. This finding implies that they apply different strategies to cater to the needs of their learners.

The findings of this study support the results of the study of De Fazio et al. (2010) who disclosed that effective writing involves learning, comprehension, application, and synthesis of new knowledge. They also found that the report encompasses creative inspiration, problem-solving, reflection, and revision, resulting in a completed manuscript.

During Focus Group Discussion, one of the respondents stressed that the most accessible instructional materials are using videos. Lots of audio/videos about writing can help students improve their skills. The only problem is some classrooms need to have television and internet connections.

Speaking. Regarding speaking skills, results reveal that sometimes teachers *use the internet to find a lot of learning materials such as audio, video, games, and TV shows for their lessons in English.* It shows that they *used Technology Enhanced Language Learning (TELL)* to access technologies available to enhance English language learning and *Podcasts* for their learners to familiarize them with the English language. It implies that the teachers utilized various tools to develop their learners' speaking skills since they have many options to choose from the various ICT tools for speaking.

These experiences by the teachers validate the findings of Bahadorfar and Omidvar (2014) who explained that technology could stimulate the playfulness of learners and immerse them in various scenarios. Modern technologies available in education today are Communication Laboratories, Speech Recognition Software, Internet TELL (Technology Enhanced Language Learning), Podcasting, and Quick Link Pen Communication Labs Software. They can be used to develop speaking skills. By incorporating suitable software through computers, the students play it repeatedly with their interest to improve their speaking skills, which are essential in this modernized IT world.

During Focus Group Discussion, all respondents shared that they use PPT and video lessons to improve students' writing skills. The use of PPT is easy because they can directly copy when they pay for it.

Listening. For listening skills, results show that they *use audio-visual presentations often during their classes.* Also, sometimes they *use it for story-telling and listening.* They also used *English movies as one of their instructional materials in teaching English,* which obtained the lowest mean. It means that teachers can use ICT to develop and improve the listening skills of their learners. It implies that they have the required skills as language teachers to help their learners with their listening skills.

During Focus Group Discussion (FGD), most respondents shared that they read stories to their pupils in teaching listening. According to them, they did not utilize audio or any learning app suited to teaching listening. According to Canpolat et al. (2019), when students willingly participate in lessons by listening to instructors, asking questions, and holding discussions, they practice active listening, which allows them to achieve more productive and more permanent learning.

Significant Difference in the Capability Level of Teachers in using ICT When Grouped According to Sex

There is no significant difference between the capability level of teachers in using ICT when grouped according to sex on computer knowledge, communication skills, web and presentation skills. It indicates that regardless of sex, they can all use ICT in language teaching. It gives an implication that all teachers are knowledgeable about integrating ICT into the delivery of instruction.

The findings of this study support the statement of Prensky (2010) who stated that learning with the support of Information and Communication Technologies (ICT) has constantly been evolving,

having come to generalize the idea that the generation of today's young people, regardless of sex, is surrounded and immersed in technology, such as smartphones, computers, tablets, game consoles, among others.

Significant Difference in the Capability Level of Teachers in using ICT When Grouped According to Age Categories

The findings disclose a significant difference in the capability level of teachers in using ICT when grouped according to age categories. It indicates that the capability level of teachers in the utilization of ICT significantly differs in the four areas, such as computer knowledge, communication skills, web skills, and presentation skills when grouped according to age. It implies that the younger the teachers, the more they are knowledgeable of the different applications that are appropriate to the diverse needs of the learners. Furthermore, more experienced language teachers must adapt to the rapid technological changes, especially in language teaching. It indicates that teachers' capability level in using ICT differs when grouped according to age.

During Focus Group Discussion, most respondents shared that they need to become more familiar with different learning apps to be used in language teaching. They emphasized that learning apps still required to be introduced to them. One respondent asked how she could use those learning apps if she did not know how to have them. She honestly shared that if training is conducted on how to access and use it, she is very much willing to learn and be confident in utilizing those learning apps.

The results of this study support the findings of Palfrey and Gasser (2013) and Prensky (2010), who revealed that this generation has proven to be more experienced in the use of technology. It is common sense that the Portuguese 3rd cycle of primary and secondary education students fall into this classification. As such, they are more comfortable using ICT than their parents and teachers.

Significant Difference in the Capability Level of Teachers in using ICT When Grouped According to Educational Attainment

The results reveal no significant difference in the capability level of teachers in using ICT when grouped according to educational attainment. It means that regardless of the teachers' educational attainment, ICT utilization does not affect their performance using ICT in teaching reading, writing, listening, and speaking. It implies that whether teachers attained a higher educational degree or not, they possess the capabilities to use ICT in language teaching and make learning more interactive.

These results support the previous studies of Ahmed and Nasser (2015) and Prinsloo and Sasman (2015) who suggested that teachers should perceive the benefits of technology, update the technology issues, equip themselves with the ability to teach savvy students, and more importantly make use of the technology by applying it in teaching to increase students' achievements and make them ready in facing the multimedia technological expansion and digital literacy era.

During Focus Group Discussion, four out of six respondents emphasized that age matters little in dealing with ICT capability. One of the respondents shared that at first, she found it hard to utilize ICT, especially in making instructional materials, but as time passed, as she got older, she learned and enjoyed using it. She said that it is conducive not just for her pupils but also because it lightens her work as a teacher. She no longer discusses lessons for a very long time.

Significant Difference in the Capability Level of Teachers in Using ICT When Grouped According to Tribe

The findings show no significant difference in the capability level of teachers in using ICT when grouped according to tribe. It means that the tribe of the teachers does not matter when using ICT in language teaching. It implies that whatever tribe the teacher is affiliated with, does not necessarily affect their performance in teaching language.

The current finding supports the study of Velarde, Bernete, and Franco (2015), who revealed that the social uses of Information and Communication Technology (ICT) were transforming cultures, across all tribes.

Significant Difference in the Capability Level of Teachers in Using ICT When Grouped According to Length of Service

Results reveal a significant difference in the capability level of teachers in using ICT when grouped according to the length of service disclosed. It means that the number of years the teachers teaching language makes a difference since the more teachers use ICT, the more

capable they are. It implies that the more knowledge, skills, and experiences they gain, the more enhanced and successful they are in teaching language.

The current study's findings support the investigation of Wachiuri (2015) who found out that the teaching/working experience or length of service of teachers is another attribute that may influence the implementation of ICT in the classrooms.

During the Focus Group discussion, most respondents confirmed that the more teachers use ICT in teaching, the more capable they are. According to two of the respondents utilizing ICT can be quickly learned as long as the individual is willing to learn. One of the respondents emphasized that she believes in the quotation," practice makes perfect."

Significant Difference in the Extent of Teachers' Utilization of ICT in Teaching Language When Grouped According to Age Category

There is no significant difference in the extent of teachers' utilization of ICT in teaching language when grouped according to age category in the area of reading, writing, and speaking. It means that age has nothing to do with the use of ICT in reading, writing, and speaking. It implies that at any age, teachers can effectively teach a lesson, write, and communicate with the integration of ICT.

However, with listening, a significant difference was noted. It means that age affects the use of ICT in listening. It implies that as the age of the teacher's advances, their effectiveness in teaching listening skills may be at risk and learners might need help to develop this skill successfully.

The study's findings relate to the study of Mumcu and Usluel (2010), who analyzed teachers from Turkish vocational and technical schools and found that the younger the teachers, the more they used ICT. On the other hand, in their research on upper secondary school teachers, Krumsvik et al. (2016) found out that teachers who are 50 years old or older have less digital competence.

During Focus Group Discussion, three out of six respondents verbally expressed that there are also seasoned teachers who can utilize ICT in teaching language. One respondent said that despite her age, she does her best to know how to manipulate ICT, especially when dealing with interactive instructional materials. She always asks her daughter to teach her so that she will know about it. She said that she initially found it hard, but it was straightforward for her to use as time passed. She also asked her colleagues to assist her if sometimes she encountered problems. In terms of teaching her pupils listening skills, this aspect should have been emphasized for more than one reason. She stressed that if she teaches her pupils reading, writing, and speaking, she always assumes that listening skills should also develop by the pupils. The other respondent also stressed that she always focuses on teaching her pupils how to read because some students do not know how to read. The other one also said they do not have a television, speaker, or internet connection in their school, so teaching her pupils to improve their listening was not realized. The speaker is essential to be used in playing audio. In addition, one of the respondents said that since she is already old, she is not interested to know those interactive materials to be used in teaching her pupils to acquire skills in listening. She used to read stories to her pupils instead of letting them listen to audio or letting them watch videos.

Significant Difference in the Extent of Teachers' Utilization of ICT in Teaching Language when Grouped According to Sex

The study result reveals no significant difference in the extent of teachers' utilization of ICT in teaching language when grouped according to sex. It means that sex is not a factor when teachers use ICT and everybody can integrate it regardless of sex. It implies that the extent of using ICT is equal for both sexes and that whether male or female, the teacher can effectively teach reading, writing, speaking, and listening.

The study's results align with the findings of a survey in India by Bhat and Bashir (2017), who revealed no significant differences between male and female university teachers concerning gender and that males and females have a similar attitude to ICT use. Similarly, Soydal et al. (2012) analyzed academic staff at a Turkish university and revealed that gender is mostly not a factor in e-learning readiness.

During Focus Group Discussion, all the respondents strongly agree that sex is not a factor when teachers use ICT and everybody can use it regardless of sex. According to them, ICT is currently influencing every aspect of human life. It significantly enhanced the quality of human life. They emphasized that they would be left behind if someone did not utilize it.

Significant Difference in the Extent of Teachers' Utilization of ICT in Teaching Language when

Grouped According to Educational Attainment

The result reveals no significant difference in educational attainment in reading, writing, speaking, and listening. It means that educational attainment does not matter when the respondents utilize ICT tools in teaching language. It implies that educational attainment is not a factor in successfully using ICT in teaching vocabulary.

The findings of the study are aligned with the result of the survey of Goodwin (2012), who revealed that when teachers are digitally literate, they have high educational attainment and are trained to use ICT; these approaches can lead to higher-order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace.

During Focus Group Discussion, most respondents agreed that educational attainment is not a factor in the extent of utilization of ICT in teaching language. One of the respondents said that nowadays, most teachers are knowledgeable in utilizing ICT in teaching language regardless of educational attainment. In terms of the extent of utilization of ICT, as long as the teacher is capable, they can use it daily in teaching language. However, according to one of the respondents, there are also factors why the teachers cannot utilize it. Two of the reasons are lack of ICT facility and strong internet connection. She shared that in their school, they can access an internet connection if they come closer to the area where there is a solid connection to the internet. Since she is using smart television so she cannot use it in teaching language.

Significant Difference in the Extent of Teachers' Utilization of ICT in Teaching Language when Grouped According to Length of Service

Regarding the length of service, findings show that teaching reading and writing is the same. It means that it does not affect the use of ICT in teaching reading and writing skills. It implies that they can effectively teach reading and writing skills regardless of how long they are as language teachers.

On the other hand, speaking and listening had significant differences in the extent of teachers' utilization of teaching language in terms of length of service. It means that length of service affects the use of ICT in terms of speaking and listening. It implies that if teachers are constantly integrating ICT into their teaching, they can enhance their innovation and creativity.

The study's findings corroborate with the survey of Correos (2014) who revealed that the teachers' ICT literacy was moderate, depending on the experience or the number of years the teachers spent as language teachers. The findings provided evidence that there needed to be more use of ICT in language teaching.

During Focus Group Discussion, most respondents agreed that length of service does not affect the use of ICT in teaching language. According to them, some seasoned teachers are doing their best to utilize ICT. One of the respondents also said that, like her, she has been teaching for 25 years but still enjoys learning and utilizing ICT. However, she cannot prepare/use interactive materials in school because they need an internet connection. Another one is that some of their classrooms need ICT facilities.

Significant Difference in the Extent of Teachers' Utilization of ICT in Teaching Language When Grouped According to Tribe

There is no significant difference in the extent of teachers' utilization of ICT in teaching language when grouped according to the tribe. It means the tribe does not alter how teachers use ICT to teach vocabulary. It implies that regardless of tribe, the teachers can effectively teach reading, writing, listening, and speaking.

The study's findings are congruent with Velarde, Bernete, and Franco's (2015) survey, which disclosed that using ICT in teaching enables diverse social applications. The benefits of ICT make it carry out new cultural practices, but this does not mean that tribe matters or is a big issue that can affect the teaching and learning process.

During Focus Group Discussion, all the respondents agree that tribe does not alter the way teachers utilize ICT in teaching language. Nowadays, all teachers, regardless of their tribe, can use ICT in teaching language.

Relationship Between the Teachers' Capability Level of ICT and their The extent of Utilization of ICT in Teaching Reading, Writing, Speaking and Listening

The findings reveal a significant relationship between the teachers' capability level of ICT and their extent of utilization of ICT in teaching reading, writing, speaking, and listening. It indicates that teachers'

capability level on the use of ICT in teaching reading, writing, speaking, and hearing may affect the extent of utilization of the teachers. It implies further that when the teachers cannot use ICT in language teaching, their performance and learners are affected. Furthermore, if teachers are knowledgeable about the different applications, they will constantly use ICT to deliver instruction in the language.

All respondents agreed that the capability level of teachers on the use of ICT in teaching reading, writing, speaking, and listening may affect the extent of utilization of the teachers. According to them, if the teacher cannot use ICT in teaching language, then they cannot utilize ICT in teaching. One of the respondents shared that training was conducted to train teachers in using ICT, but not all teachers are allowed to attend. She added that it is up to the teacher to learn for them to utilize ICT in teaching confidently. She also emphasized that she is pleased because YouTube exists. For her, YouTube is beneficial whenever she needs to learn about certain things, especially in dealing with ICT. However, one of the teachers emphasized that some teachers are experts in utilizing ICT, but there are factors why they need to use it more continuously. One of the factors is that they need to be more active in using interactive instructional materials. One of the respondents also emphasized that sometimes if she is swamped with her paper works, she should prioritize preparing her interactive materials in teaching reading, writing, speaking, and listening.

Challenges Experienced by the Respondents on the Use of ICT in Language Teaching

The results reveal that the most challenging experience of the teachers using ICT in language was that they *needed more ICT equipment and internet access*. It happens due to the location of the schools where the internet signal is weak, and ICT equipment needs to be improved. On the other hand, the least challenging was downloading/uploading video clips. It was considered an easy task for them since downloading and uploading video clips can be done in just one click or simple steps are followed. Feedback from questionnaires showed that teachers faced many challenges that demotivated them from using ICT in language activities.

During the Focus Group Discussion (FGD), the respondents strongly verbalized that using ICT in teaching language is challenging due to the lack of ICT equipment and internet access, especially in far-flung areas. One teacher said that the internet signal is a problem in their school. Another teacher also said that they do not have ICT equipment such as computers, television, speaker, LCD projector, and the internet. One of the teachers also expressed that their school is not safe to have ICT equipment because they had an experience before of losing some of their ICT equipment, such as computers and televisions, especially during summer vacation. Lastly, one of the teachers also said it is challenging for her to prepare interactive instructional materials due to a lack of time. She added that to solve her problem, and she spent money buying PowerPoint presentations from her colleagues to lessen her work.

The results of this investigation support the statements made by the Go Guardian Team (2019), which said that while technology is being utilized more and more frequently in K-12 education, many teachers are still struggling with integrating it in their classrooms and questioning if doing so is the right move for them. Common challenges and concerns teachers experience when integrating ICT in the school include students misusing technology; teacher knowledge and professional development; keeping students safe online; the cost of new technology; and keeping up with recent changes.

Conclusion

Based on the results of this study, the respondents can use ICT in language teaching. They possess the necessary skills to utilize ICT in language teaching effectively. Moreover, teachers can also use various applications in language teaching, including reading, writing, speaking, and listening.

It is noted that there is no significant difference between the capability level of the teachers when grouped according to sex, educational attainment, and tribe. At the same time, age and length of service revealed a substantial difference in their capability level.

Regarding the significant difference in the extent of teachers' utilization of ICT in teaching reading, writing, speaking, and listening when grouped according to age, no significant difference was found except for listening skills. Regarding sex, educational attainment, and tribe, there is no significant difference in the extent of teachers' utilization of ICT in teaching reading, writing, speaking, and listening. Lastly, for the length of service, there is no significant difference in reading and writing, while in speaking and listening, findings reveal a significant difference.

Finally, there is a significant relationship between the teachers' capability level on ICT utilization and their extent of use of ICT in teaching reading, writing, speaking, and listening.

In light of the findings and conclusions, the following recommendations are drawn: (1) For possible courses of action. (2) The Department of Education officials should provide ICT tools for language teachers. (3) The school heads should consider the needs of the language teachers and find ways to provide additional ICT tools and internet connections. (4) The school heads should provide a place to keep safe the ICT equipment. (5) Teachers should continue professional development by joining the training to enhance their ICT skills. (6) For further studies. (7) Factors Affecting the Capability Level of Language Teachers As Observed by School Heads in the Department of Education. (8) The same study will be conducted in a broader scope in the schools in Alamada.

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