

**INCORPORATING ICTs INTO TEACHING PRIMARY SCHOOL PUPILS
ENGLISH LANGUAGE PRODUCTIVE SKILLS IN BUDUDA DISTRICT**

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RJ22/MUC/BED/002

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**UGANDA CHRISTIAN
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DECLARATION

I, **Abong Eva**, hereby declare that this is my original work, is not plagiarised and has not been submitted any other institution for any award.

Signed: Abong Eva

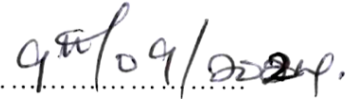
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ABONG EVA

APPROVAL

I certify that this proposal titled '**Incorporating ICTs to Teach Primary School Pupils English Language Productive Skills in Bududa District, Reg. No. RM22/MUC/BED/002**' has been compiled under my supervision and guidance and I confirm that it's ready for submission for further examination.

Signed.....

Date

UNIVERSITY SUPERVISOR

MR. MUTEMERE JOSEPH

DEDICATION

I dedicate this piece of work to my beloved son Dr. Collins, my uncle Benjamin, father Azore and friends for their financial, spiritual moral guidance and compassion they rendered to me during my stay at Uganda Christian University.

ACKNOWLEDGEMENT

I am thankful to Almighty God for giving me the chance to embark on and complete this study. I give Him thanks and praise. I would also like to extend my genuine and heartfelt appreciation to the following persons for their invaluable support and endless encouragement, my supervisor Mr. Mutemere Joseph for his expertise, guidance and time. He tirelessly accepted to guide and make me see ideas from an interactive academic engagement. His inspiration and guidance were mold qualities value imitating. Mr. Mutemere Joseph made my Degree voyage much easier from first to last and his friendly constructive criticism, suggestions and guidance made easy for me to push to the end. I thank him for helping me find the way in this Degree program. He enthusiastically pushed me forward and pulled me growing throughout research. Special thanks go to the other lecturers for their encouragement and support that pushed this book far may the Lord bless them abundantly. To all my family members especially Benjamin Wacha Hassan Magomo, Dr. Collins Obang Deogratus, Mr. Opio Azore and my friend Hope Namuhenge who supported me financially, ideologically and encouragement. May the Almighty God bless them abundantly. Their presence in my journey of studies was not only attractive and interactive but also kind. All of them made me realize what it takes to be a successful person in the world today

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LIST OF ACRONYMS

1. ICT.....Information and Communication Technology
2. P.L.E.....Primary Leaving Examination
3. ELT.....English Language Teaching
4. EGRA....Early Grade Reading Assessment
5. NCDC....National Curriculum Development Centre
6. ESL.....English as Second Language
7. CVI.....Context Validating Index
8. SPSS.....Statistical Package for Social Science
9. VR.....Very Relevant
10. NR.....Not Relevant
11. SWR.....Some What Relevant
12. P/S.....Primary School

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, statement of the problem, general objective of the study, specific objectives of the study, research questions of the study, significance of the study, conceptual framework, justification of the study, scope of the study and operational definitions.

1.2 Background to the Study

The background to the study is presented in four perspectives: historical, theoretical, contextual, and conceptual background.

1.2.1 Historical Background

The history of English language teaching (ELT) is a fascinating journey that has evolved significantly over time (Classical Method 17th-19th centuries). During this period, foreign language learning was primarily associated with Latin and Greek. The focus was on grammatical rules, syntactic structures, vocabulary memorization, and translation of literary texts. Oral communication in the language under study was not emphasized. The Classical Method later transformed into the Grammar Translation Method, which remains popular even today. Unfortunately, it prioritized dissecting language into grammar components rather than fostering communicative abilities (Thanasoulas, 2020).

According to Francois Gouin's experiences, learning German led to insights into language teaching (The Direct Method: Late 19th Century). He advocated for direct interaction with the language, emphasizing oral communication. The Direct Method aimed to teach language through conversation, immersion, and context, rather than relying solely on grammar rules. It marked a shift towards practical language use and communication skills (Thanasoulas, 2020).

The 20th century witnessed significant changes in ELT. There was introduction of Audio-lingual Method, which focused on repetition, drills, and mimicry to develop speaking and listening skills. Additionally, Communicative Approach that emphasized real-life

communication, interactive activities, and functional language use. More, Task-Based Learning in which learners engage in meaningful tasks to acquire language naturally. Finally, Technology Integration where the introduction of computers, multimedia, and online resources transformed language learning (Thanasoulas, 2020).

Howatt & Smith (2014), observe that teaching of English language recently shifted to Content-Based Instruction, which is the integration of language learning with subject content. In addition, there is increase in Flipped Classrooms, whereby pupils access materials outside class, allowing more interactive in-class activities. Lastly, introduction of blended learning, which combines face-to-face and online instruction, tailoring language teaching to specific contexts (e.g., business, medicine).

In summary, ELT has evolved from rigid grammar-focused methods to dynamic, communicative approaches that empower learners to use English effectively in diverse contexts.

1.2.2 Theoretical Background

The study shall be guided by Howard Gardner's (1983) Theory of Multiple Intelligence. Multiple intelligences is a theory by Howard Gardner that postulates that each individual has the capacity to learn various subjects in various ways (LLA Editorial Team, 2019; Herndon, 2018). The theory states that each person has different ways of learning and different intelligences they use in their daily lives (Herndon, 2018). While some can learn very well in a linguistically-based environment (reading and writing), others are better taught through mathematical-logic based learning (Herndon, 2018).

1.2.3 Conceptual Background

Productive skills refer to the abilities that enable learners to produce language either in written or spoken forms. These skills encompass speaking and writing (Rhalmi, 2020). Rhalmi, (2020) adds that productive language skills serve as observable evidence of language acquisition. When learners can effectively express themselves through speech or writing, it demonstrates progress in their language system. Speaking and writing are basic life skills. In everyday situations, people need to inform, persuade, share ideas, take notes, fill out forms, and write emails, letters, reports, or stories.

Technology in education refers to the use of technology to support and improve the teaching and learning process (UoP, 2024). Technology can include devices, software, online

platforms, and other tools that help pupils access, understand, and apply information. Technology can be used in the classroom to enhance student engagement and learning (Robinson, 2022).

1.2.4 Contextual Background

In Uganda, primary school learners' achievement varies by gender, school location, and ownership. According to Nape Report 2018, for example, girls tend to perform better in numeracy and literacy in English than boys. While English performance improved slightly in the 2023 Primary Leaving Examinations (PLE), there is still room for continued efforts to ensure equitable educational outcomes for all pupils in Uganda (Express Reporter, 2024). Unfortunately, Bududa District's performance has continued to be among the lowest in the country at PLE over the years. For instance, in the 2019 PLE results, Bududa District achieved a 5% pass rate (Mubiru, 2020).

The National Curriculum Development Centre (NCDC) of Uganda expects learners in rural schools to acquire at least 800 English words after three years of instruction in the language as a subject. However, a study carried out by Sentenda, South wood, & Huddleston 2019, reveals that "this expectation is unrealistic due to several factors like limited vocabulary acquisition, lack of learning materials, limited exposure, teachers' proficiency, and time constraints". It is upon this background that this study seeks to examine how incorporation of ICT affects the teaching and learning of English language productive skills of writing and speaking.

1.3 Statement of the Problem

Though, the government of Uganda, through the Ministry of Education and Sports, (MoE) in 2007 introduced mother tongue instruction policy with the aim to enable learners have an early breakthrough at literacy. However, in Bududa district the learners still struggle to speak and write in English, which is later reflected in their performance at PLE. For instance, in 2019 and 2023 PLE results, Bududa District obtained 5% and 25.5% pass rate respectively which is far below average (UNEB Report Release 2024 and Mubiru 2020). Furthermore, inadequate learnings materials, limited teacher-pupil exposure to ICTs and absence of use of ICT in the teaching –learning process has affected the performance. In this modern times, these factors can be adequately addressed by integration of ICT in the teaching and learning of English language skills.

1.4 Purpose/ main of Study

Is to investigate how the use of ICTs affect the teaching and learning of English language speaking and writing skills of pupils.

1.5 Specific Objectives of Study:

1. To establish the level of English language speaking and writing skills of primary school pupils in Bududa District.
2. To find out how ICTs are used in teaching primary school pupils English speaking and writing skills in Bududa District.
3. To identify the barriers to the use of ICTs to teach English language speaking and writing skills to primary school pupils in Bududa District.
4. To suggest strategies that can improve the use of ICTs in teaching of English language speaking and writing skills to primary school pupils in Bududa District.

1.6 Research Questions

1. What is the proficiency level of Bududa District primary school pupils in speaking and writing English?
2. How is the English language writing and speaking skills of Bududa District primary school pupils being taught through use of ICTs?
3. What obstacles stand in the way of primary school pupils in Bududa District using ICTs to improve their writing and speaking skills in the English language?
4. What strategies can be used to improve the use of ICTs in teaching English speaking and writing skills?

1.8 Conceptual Framework

The study’s Conceptual Framework shows a linear relationship between the use of ICTs (independent variable) and English language productive skills, (Dependent variable).

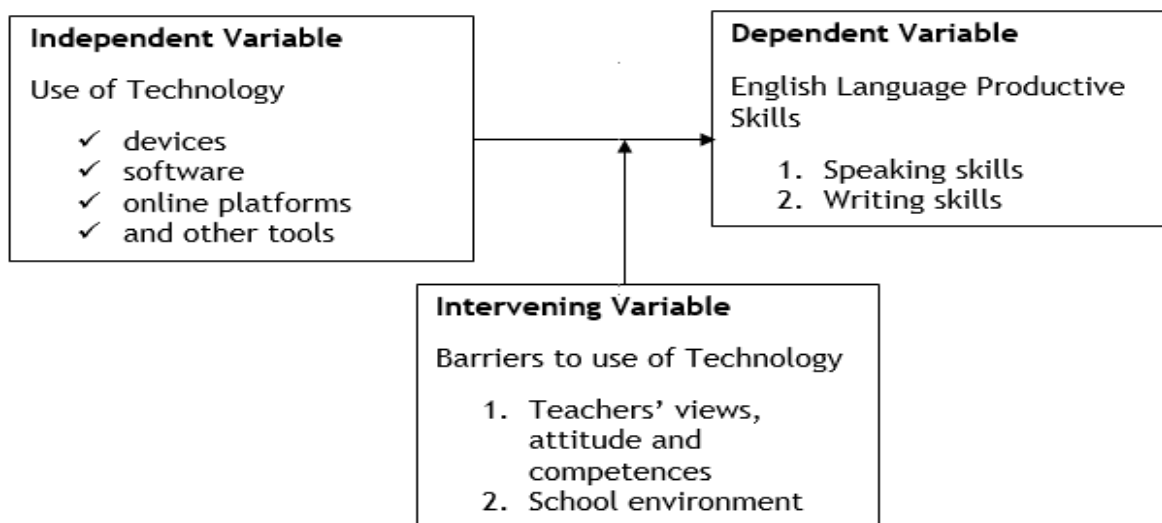


Figure 1.1 Source: Developed by the Researcher

Use of ICTs such as digital tools and devices have become fundamental support for education professionals as they allow them to store, process and share teaching materials through multiple electronic devices and even create new content.

According to the United Nations Educational Scientific and Cultural Organization (UNESCO) the arrival of ICT in education has provided unlimited access to resources and information and defined a great support for teachers and improved the quality of students’ learning.

The current situation in Bududa District primary schools English language speaking and writing skills is poorly done both in classroom activities and examination. The pupils have very limited English language vocabulary, challenges with syntax structure, less logical semantics and lexical semantics. There is no evidence of the use of ICT in English language speaking and writing classroom, “yet technology integration with the introduction of computers, multimedia, and online resources transforms language learning” (Thanasoulas, 2020).

Figure 1:1

Integration of modern computer devices such as laptops, tablets, smart phones, overhead projectors can enhance the learning of speaking and writing skills of English language, recorded audios can improve on the pronunciation, fluency, effective communication, linguistics and logical-mathematical intelligence of both speaking and reading skills of learners not forgetting, the different online activities, Apps and Blogs enhance speaking and writings skills during self-learning.

Online platforms can enable individual learning and increase the vocabulary use, sentence construction, overall language development and academic achievements.

However, failure to integrate ICT in the teaching and learning process of speaking and writing skills of English language will lead to poor communication in both spoken and written skills, low vocabulary level and poor academic performance in schools.

There could be other factors that determine the use of ICT in class such as teachers' views and attitudes impact on the teaching of speaking and writing skills. The cost, affordability and maintenance affect the use of ICT in class to enhance speaking and writing of English language skills.

Lastly, school environment can hinder the availability of internet, security of the ICT devices and maintenance.

However, teachers can be educated on different technological skills; how to them use in the teaching learning process and safety precautions. In addition, the government through the Ministry of Education and Sports can secure and install ICT devices in schools for use and provide for their security and regular maintenance.

1.9 Scope of Study

This will be conceptualized in terms of geographical scope, content scope, and time scope.

1.9.1 Geographical Scope

Bududa district is located on the slopes of Mt. Elgon in eastern region. The town of Bududa host the district headquarters. Bududa district borders Sironko district to the north, Manafwa district to the south, Kenya to the east and Mbale district to the west. The study will be carried out in the following selected schools;Manjiya primary school, school,Buloli primary school,Bududa primary, Buwakhata primary school and Busai primary school in Bududa

town council Bududa sub county, and the entire Manjiya county primary schools, Bududa District, This is because according to Monitor (2021), EGRA pupils' writing and speaking skills had improved, but there was still teacher and instructional material scarcity in the district. Besides, Bududa District's PLE pass rate is one of the lowest in the country (Mubiru, 2020).

1.9.2 Content Scope

The study's focus will be on how the use of ICTs affects pupils' proficiency in English language productive skills of speaking and writing. The use of ICTs shall include devices like computers, phones, radios etc.; and software like CDs, audios, etc. Meanwhile, the study shall also look at the barriers to effective use of ICTs in the teaching of English language productive skills of writing and speaking i.e. teacher level and school level barriers.

1.9.3 Time Scope

The study will be limited to the period between 2020 and 2024. The period has been chosen because the research seeks to establish the current trends in the use of ICTs in the teaching and learning of English language productive skills of writing and speaking.

1.10 Significance of the Study

The study is a requirement for the award of a Bachelor's degree from Uganda Christian University.

The study hopes to provide English language curriculum planners with ideas about how best to integrate ICTs in the teaching and learning of English language speaking and writing skills.

The research would help teachers of English language on how to overcome the obstacles to the effective integration of ICTs in the teaching and learning of English language writing and speaking skills.

1.11 Justification of the Study

Pupils' English language speaking and writing skills are still poor in spite of government's efforts like the introduction of EGRA program and thematic curriculum 10 years and 17 years ago, respectively. Reports still indicate that teachers are still constrained by pupils' limited vocabulary acquisition, lack of learning materials, limited exposure, teachers' proficiency,

and time constraints (Ssentanda, Southwood, & Huddlestone, 2019). These constraints can be addressed through integration of ICTs in the teaching of English language writing and speaking skills yet there are limited studies on teachers' and pupils' embracing of ICTs in the teaching and learning of English language writing and speaking skills.

1.12 Definition of Key Terms and Concepts

This part deals with the operational definition of key terms as used in the study:

Productive skills refer to the abilities that enable learners to produce language either in written or spoken forms.

Technology in education refers to the use of technology to support and improve the teaching and learning process

ICT (Information and Communication Technology) refers to all technologies that permit the access, gathering, manipulating and presenting or communicating information. These technologies include hardwares such as computers and other devices and software applications and connectivity like access to internet, local networking infrastructure.

Writing and speaking proficiency refers to the level at which a person can communicate in the language that they test in or how well a pupil can write and respond in a given language.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to use of technologies in education and English as a Second Language (ESL). The review covers theoretical review and empirical literature on use of technologies in education and English as a Second Language (ESL).

2.2 Theoretical Review

Howard Gardner's theory of multiple intelligences is a psychological theory that proposes that people have different kinds of "intelligences" that contribute to their mental abilities (Marens, et'al 2024). Gardner suggests that there are eight forms of intelligence: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic (Nuzzi, et'al 2024). He also proposes a possible ninth form, existentialist intelligence (Cherry, 2023). Gardner argues that each individual has a dominant or primary form of intelligence, and that all forms of intelligence can be nurtured or ignored (Marens, 2024).

Combining learning styles with dominant intelligences according to Gardner's multiple intelligences theory, enhances learning processes among pupils (Yavich & Rotnitsky, 2020). Some educators believe that matching instruction to a learner's style or intelligence can enhance learning, while others argue that there is no evidence for this claim (Cherry, 2023).

2.3 Use of ICTs in Education and English as a Second Language (ESL)

The empirical review was guided by the three key themes forming the basis for specific objectives that guided the study.

ICT is the acronym of Information and Communication Technology, and it is a means of globalization, communication and information used by organizations for developments of countries. According to Helena Gillespie (2006) "ICT is a term which covers a range of Hardware (machines) and software (application of machine)". This means that ICT involves different tools and different resources. These two basic kinds of ICT; hardware which refers to the physical parts that can be touched, such as, computers, tablets, laptops and others, and

software that refers to application of machines which is used by users to do different activities. It is based on resources of internet that include emails, websites and social networking sites.

ICT is defined as a diverse set of technological tools and resources used to communicate, to create, disseminate, store and manage information (as cited in MuaRodannyKennah, 2016, p.08). Moreover, the term “ICT” is defined as forms of technology used for creating, displaying, storing manipulating, and exchanging information.

This definition seems to be general, and ICT specifically refers to computer-based technologies; such, as desktops, laptops, tablets, smart-phones, and software; as well as, internet-based technologies including e-mail, websites and social networking sites (as cited in Dang Hoang and Nhung Hong T. N, 2014,).

ICT stands for Information, Communication and Technology, which emerged in the 1980“s. The short form „ICT“ which is the combination of both terms Information and Communication, was put together in order to emphasise the merging of both technologies. This phrase is also used to describe a range of technologies in order to gather, store, retrieve, process, analyse and transmit information. However, what follows is quite important to disclose regarding ICT and its inception.

Technology can be defined as the process of using scientific, material and human resources in order to meet human needs or purpose. Thus, there is a simple definition of Informationas “that which can be communicated and understood”. Then together a basic definition is highlighted which is IT that refers to Information Technology. It is the use of information in order to meet human need or purpose (as cited in Jarmaine S. M. 2009).

In summary, ICT is a sector that integrates Information Technology, and ICT is a tool and a way to improve the pedagogy and the traditional way of teaching by building a more effective organizational structure at universities and schools.

2.3.1 English Language speaking and writing skills proficiency of primary school pupils

Fostering strong speaking and writing skills among primary school pupils in Uganda is essential for their overall language development and academic achievement. Accoding to Rausch, (2015) English learners would benefit from purposefully designed speaking instruction that employs scaffolding and analysis of exemplars. This approach helps

teach standard academic language models and heuristics. Interestingly, this purposeful instruction in speaking appears to be transferable, also benefiting English learners' writing skills. By teaching speaking alongside writing, pupils can transfer their skillfulness from one domain to the other (Larouz & Akki, 2021).

For communication to be effective, speaking effectively is essential. It can be difficult to acquire the ability to vocally communicate ideas and thoughts in a foreign language, nevertheless. Many language learners find it challenging to communicate effectively in a foreign language. Lack of appropriate language expressions or psychological barriers might make verbal communication difficult. Speaking and writing English fluently is crucial in the contemporary media and communication environment. Effective instruction, learner priorities, and speaking skills attention are factors that affect speaking proficiency (Ghafar & Raad, 2023). Nearly one billion people entered 21st Century unable to read a book or write their names (UNICEF, 1999). EFA (2011) also indicate that there is need to secure literacy ability in young children to enhance literacy in adulthood

Writing proficiency is equally significant. Pupils who lack proper English proficiency may demonstrate lower-quality analytical skills in their literary critical evaluations. A solid foundation in language skills, including writing, is essential for academic success and effective communication. Educators and researchers should focus on the demands faced by English language learners in both instruction and acquisition (Javanmiri & Bdaiwi, 2021).

The National Curriculum Development Centre (NCDC) of Uganda expects learners in rural schools to acquire at least 800 English words after three years of instruction in the language as a subject. However, the study reveals that this expectation is unrealistic due to several factors (Southwood, & Huddlestone, 2019) like limited vocabulary acquisition, lack of learning materials, limited exposure, teachers' proficiency, and time constraints.

2.3.2 The use of ICTs to teach primary school pupils English Language speaking and writing skills

Using ICT in EFL classrooms has an important role and is a factor in learning and teaching English. Today, ICT is not only used in studying foreign languages, it is implemented and used in education and pedagogy, generally speaking, in all domains of life. ICT plays a vital role in the field of teaching and learning EFL. As a necessary tool in EFL classrooms, it has great implications for curriculum reform, classroom teaching and student learning. According to Meenakshi (2013), ICT's use in education, as an augmented tool, exists in teaching

methods and in learning which is more important. It is very useful in the educational career and can be the most effective way to increase the pupils knowledge; especially, in education activities and learning process. Nowadays, ICT is considered as a part of the core of education, mainly, because it is employed by teachers and learners inside or outside their classes. Yet, its use requires certain facilities and resources; such as, internet access and various types of resources of technological devices from computers.

Pupils in classroom have attitudes towards working with ICT; especially, using it as an instrument to aid in the development of their language skills. Using ICT seems to attract them, because it is a challenge. When students and teachers utilise it in classroom, it motivates them to go searching, analysing and processing information. It makes learners grow interested, increases personal discovery and improves their motivation (as cited in Jermaine S.M., 2009). Furthermore, with the specific ICT elements and techniques used by students of English in classrooms, it facilitates their delivery of presentations and practices. They used PCs and data projectors as first tools, and various communication services, for instance, e-mail, webs, blogs and so on. Such educational software was designed and developed with the aim of teaching and learning; for examples, text editors, internet tools, power point presentations, google, and interactive whiteboards/smartboards (Krystallo T., 2008,)

Tuan and Phuong, et,al(2022) underscore the importance of the use of technology in the teaching of English language writing and speaking skills. Technology plays a crucial role in modern education, especially when it comes to teaching English language skills. Technology provides engaging platforms for pupils to practice speaking and writing. Interactive online apps, language learning software, and online exercises allow pupils to actively participate and receive instant feedback. Pupils can access a wealth of digital resources, including e-books, videos, and podcasts. These materials expose them to authentic language use, diverse accents, and real-world contexts. Mobile apps designed for language learning offer vocabulary drills, pronunciation practice, and grammar exercises. These apps make learning enjoyable and accessible outside the classroom. Technology enables collaborative projects. Pupils can work together on writing assignments, create digital stories, or participate in virtual language exchange programs with pupils from other countries. Teachers can incorporate multimedia content like videos, songs, and podcasts into their lessons. These resources enhance listening comprehension and expose pupils to different language registers. Spell-checkers, grammar apps, and language-specific software help pupils improve their writing accuracy. They learn

to self-correct and develop better language habits. During the pandemic, virtual classrooms and video conferencing tools became essential for remote learning. These platforms facilitate live interactions, discussions, and collaborative writing tasks. According to the United Nations Educational Scientific and Cultural Organization (UNESCO) the arrival of ICT in education has provided unlimited access to resources and information and defined a great support for teachers and improved the quality of students' learning.

However, it's essential to consider both the advantages and disadvantages of technology in education. While technology enhances learning, teachers must strike a balance and ensure that it complements traditional teaching methods. Additionally, addressing the digital divide and providing equal access to technology for all pupils remains a challenge (Fälth & Selenius, et'al, 2022).

In summary, integrating technology effectively can empower primary school pupils to develop their English language skills, fostering communication, creativity, and critical thinking.

2.3.3 The barriers to the use of ICTs to teach primary school pupils English Language speaking and writing skills

In the realm of English Language Teaching (ELT), the integration of technology has evolved significantly over the past two decades. The question is no longer whether to use technology, but rather how to best employ it in language learning contexts (Hegelheimer, & Kochem, et'al,2019). Technology integration with the introduction of computers, multimedia, and online resources transforms language learning" (Thanasoulas, 2020).

Hashemi and Kew, (2021), the integration of technology in teaching English language skills to primary school pupils faces several challenges. Many educators feel uncertain about incorporating technology into their teaching methods. This lack of confidence can hinder effective implementation of digital tools for language learning. Teachers need proper training to utilize technology effectively in the classroom. Without adequate training, they may struggle to integrate digital resources seamlessly into their lessons. Teachers often have limited time during their busy schedules. Allocating time for technology integration can be challenging, especially when they need to cover a comprehensive curriculum.

To address these barriers, it is crucial for educational institutions to provide: Regular workshops and training sessions can enhance teachers' confidence in using technology.

Schools should allocate dedicated time for teachers to explore and incorporate technology tools into their English language teaching (Hashemi & Kew, 2021). Becker, Silva dos Santos, Muhammad, Hegelheimer, and Kochem, (2019) add that engaging teachers in the decision-making process is crucial. Additionally, including learners in technology adoption ensures a successful experience and sustainable pedagogical innovations.

Emphasis on examination is another barrier that teachers encounter when using ICT in primary schools. A study done by Buda (2019) observed that teachers were hesitant to devote class time to technology-based tasks. Teachers would rather use the time allotted to train pupils for high-stakes state exams and therefore many were unwilling or unable to change their teaching approaches (teacher-centred to learner-centred). The teachers also expressed concern that ICT may overwhelm their lessons and interfere with conventional forms of teaching that are useful in assisting students to pass examination. In addition, the teachers were concerned that incorporation of ICT would diminish the importance of books and reading as student will go off books.

While the study offered crucial insight for the current research, it was conducted in developed countries and on science-related topics. The goal of the current investigation was to see in what manner teachers in Kenyan primary schools feel about incorporating ICT into English language teaching and learning.

The study by Buda (2019) also conveyed a lack of confidence by teachers regarding the capacity to apply ICT in class as well as regarding the usefulness of the ICT resources in learning. There are various reasons that could contribute to paucity of self-confidence among the teachers in incorporating ICT in learning and teaching methodology. One of the main reasons is inadequate ICT skills as observed in the study Kweka and Ndibalema (2018), which assessed the utilization of ICT in Tanzanian primary schools. The study found that many teachers lack the skills needed to integrate ICT in learning and teaching of English. The study also found that most teachers had inadequate pre-service and in-service training on application of ICT in pedagogy like operating computers, using basic software and related ICT resources for instruction. Skill inadequacy made the teachers feel anxious about integrating it in their learning and teaching activities in a teaching classroom and consequently affecting their confidence to use it. In addition, the study found that application of ICT in class was hampered by inadequate ICT facilities such as computer labs.

In their study, Iglesia et al. (2014) noted that it is not possible to delink integration of ICT in classroom with teachers' confidence in the use of ICT. The authors noted that in the UK, 81% of secondary school teachers felt confident about using ICT in classroom. The issue of lack of confidence is compounded by lack of administrative support from the school. Oldfield (2010) observed that there is inadequate administrative help for educators who are not secure enough to start using ICT. He also observed that teachers receive little technical help whenever equipment breakdown or there are technical issues to be resolved. Iglesia et al. (2014) further observed that many secondary school teachers do not know how to locate quality content in the internet. Consequent, in-school ICT support and training is needed to help the teachers understand how to search and evaluate content available on the internet.

Finally, whether teaching in well-equipped or resource-constrained settings, educators can adapt technology to suit their context. The key lies in thoughtful integration and alignment with pedagogical goals they argue (Becker, Silva dos Santos, Muhammad, Hegelheimer, & Kochem, 2019). Technology is a powerful tool, but its effectiveness depends on how skillfully it is woven into the fabric of language teaching. By embracing technology strategically, educators can create dynamic and engaging learning experiences for their pupils.

2.4 Summary of Literature Review

A cursory review of related literature shows there is a scarcity of studies on how the use of technology is affecting the teaching and learning of English language speaking and writing skills among primary school pupils in Uganda.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter covers the study's methodology. It includes the population under investigation, sample selection, sampling procedures and techniques, data collection strategies, validity and reliability, data quality, and data analysis.

3.2 Research Design

The research study shall use a cross sectional survey research design to establish the influence of the use of ICTs on the teaching primary pupils of Bududa District english language writing and speaking skills. The design is cross-sectional survey as data will be collected at one point in time. Majorly quantitative research methods for data collection and analysis will be used although they will be triangulated with qualitative methods as well. This design is chosen because enough data and relevant information would be generated for generalization from the sampled population (Creswell, 2014). Both qualitative and quantitative research methods will be used to achieve a high degree of validity and reliability (Amin, 2005) and stronger understanding of the problem (Creswell, 2014).

3.3 Study Population

According to Borg and Gall (1989), the study population is any member of a real or imagined group of individuals, occasions, or objects to which the researcher wants to apply the findings of the research study. Teachers and P7 pupils from Bududa town council and Bududa sub county primary schools, Manjiya County will make up the population. There are 29 primary schools in Manjiya County, Bududa district. There are pupils enrolled in P7, and there are 168 teachers of P7 class. This group is picked because, according to Monitor (2021), EGRA pupils' writing and speaking skills had improved, but there was still a teacher and instructional material scarcity. Besides, Mubiru, (2020) assert that Bududa District 2019 PLE pass rate was 5% and among the lost in the country.

3.4 Sample Size

A statistical sample's sample size, according to Bartlett, Kotrlik, and Higgins (2001), is the total number of observations that make up the sample. A survey's sample size is made up of reachable respondents selected from the general public. The sample size for a quantitative study will be determined using the sampling frame developed by Krejcie & Morgan (1970) for determining sample sizes for research projects. As a result, the following table represents the sample size for the respondents:

Table 3. 1: Target Population, Sample Size, and Sampling Techniques

Category	Population	Sample	Technique	Tool
Teachers	92	35	Simple Random & Purposeful Random Sampling	Questionnaire & Interview guide
P7 Pupils	889	56	Simple Random Sampling	Questionnaire
Total	981	91		

Source: Primary Data, 2024

3.5 Sampling Techniques

The process of choosing a specific number of participants from a predetermined group to serve as a representative sample of that community is known as sampling (Orodho & Kombo, 2002). To choose the respondents for the study, both probability and non-probability sampling methods will be used..

Simple random sampling

Teachers and P7 pupils will be chosen by simple random sampling. Since each participant will be picked at random, the technique will help all of the teachers and P7 pupils in the sample frame have an equal chance of being chosen to participate in the study (West, 2016). The researcher will assign a number to each teacher or P7 pupil in the population using the lottery approach. Next, in order to select representative samples of teachers or P7 pupils to take part in the study, the researcher randomly will select numbers from the box.

Purposeful random sampling

The act of determining a population of interest and creating a systematic method for selecting cases that is not predicated on having extensive understanding of the results' appearance is known as purposeful random sampling (Cohen & Crabtree, 2006). This approach is not meant to promote representativeness; instead its goal is to strengthen credibility. In order to obtain greater knowledge of the integration of technology in the teaching of English writing and speaking skills, the researcher shall thus purposefully sample P7 English language teachers.

3.6 Data Collection Methods and Instruments

Instruments are the particular tools employed inside data collection techniques to obtain precise and trustworthy information, whereas data collection methods themselves direct the general approach to data gathering (Delgado, 2022).

3.6.1 Data Collection Methods

Data collection will involve both quantitative and qualitative techniques, such as questionnaires and interviews, and triangulation of the acquired data will be done before analysis and interpretation.

3.6.1.1 Questionnaire Method

The method the researcher will employ to gather quantitative data is a questionnaire. Using this approach, the respondents will provide answers to closed-ended questions that the researcher poses. The researcher can distribute the surveys and pick them up later in the least amount of time, making this procedure convenient and cost-effective.

3.6.1.2 Interview Method

The researcher will employ the interview method to gather data for qualitative analysis. In a face-to-face meeting, the respondents will be asked open-ended, unstructured questions. This approach will be taken because its goal is to get participants' thoughts and opinions regarding technology use as well as the teaching and learning of writing and speaking English. P7 Teachers of English Language will be purposively chosen.

3.6.2 Data Collection Instruments

An instrument is a device that gathers data. Interview guides and questionnaires will be used in the study.

3.6.3 Questionnaire Guide

A self-administered questionnaire with a 5-point Linkert scale of measurement will be used by the researcher. The scales include the following: Strongly Disagree = 1, Disagree = 2, non-Committal = 3, Agree = 4, Strongly Agree = 5. The questionnaire will be divided into four sections: Section A will contain demographic data about the respondents; Section B will contain questions about writing and speaking in the English language; Section C will contain questions about using technology; and Section D will address obstacles to using technology in English language instruction. Teachers and P7 pupils will both be given this instrument. The respondents' literacy is the reason it was selected.

3.6.3.1 Interview Guide

Respondents will be subjected to an interview guide in person, which includes questions about using ICTs and teaching English language speaking and writing. Some teachers of English Language will be interviewed to collect detailed information that will help the researcher understand the respondents' perspectives on a deeper level. Teachers are selected because they are in the best position to assess pupils' writing and speaking abilities in the English language.

3.7 Procedure for Data Collection

A letter of introduction from UCU Mbale University College to all the head teachers of the primary schools in Bududa, where the study is to be done, would be provided to the researcher following the proposal defence. In order to conduct the study, the researcher will first request a leave of absence from her duty. Then she will ask the concerned schools' head teachers for permission to carry out the study. Once the researcher has been given permission to conduct the study, she will start by explaining the purpose of the study and ask for their consent. For P7 pupils, the the teachers shall provide consent as guardians. She will then proceed to give the respondents the questionnaires. The participants would be given ample time by the researcher to complete the questions. Afterwards, the researcher will collect the

questionnaires from the participants at their respective schools. Respondents to interviews will be chosen at random, scheduled, and subsequently interviewed by the researcher.

3.8 Validity and Reliability of Research Instruments

To ensure the validity and reliability of the research instruments, the researcher performed the following;

3.8.1 Validity

By asking professionals in the field of English Language Teaching of productive skills, Materials esign to rate the items in the instruments as Very Relevant (VR), Relevant (R), Some What Relevant (SWR), or Not Relevant (NR). The content validity index (CVI) as calculated to determine the validity of the questionnaire and interview guide. The instrument was considered valid if the average CVI score was higher than the cutoff point of 0.7, as per Amin's (2005) findings.

3.8.2 Reliability

When measuring a characteristic or concept from the same population and under identical conditions, an instrument is considered dependable if it consistently yields the same results. To determine the instruments' reliability, the researcher piloted a test the instrument in school X in Bududa town council, Bududa District. The data and instruments were analysed using Cronbach's coefficient Alpha. As stated by Amin (2005), an instrument would be considered dependable if the reliability coefficient Alpha was more than 0.5.

3.9 Measurement of Variables

Mugenda and Mugenda (1999) assert that measuring a variable provides information to the researcher about the degree of individual variation on a particular variable. This means that data will be measured appropriately and categorised based on the right measurements. In Section A, numbers will be assigned to various variables to function as names and ranked data. Nominal and ordinal scales will be utilised to collect the demographic features of the respondents. Sections B, C, and D will all make use of the Likert Scale. Because it provides a greater range of expression, the Likert Scale is preferred. This will contribute to the variables being more similar.

3.10 Data Analysis Technique

The process of methodically using logical and statistical tools to characterise, summarise, and compare data is known as data analysis (Amin, 2005). Both quantitative and qualitative methods will be used in the study to analyse the data.

3.10.1 Quantitative Data Analysis

Data processing entails coding and modifying the information in preparation for analysis. Following data processing, the Statistical Package for Social Science (SPSS) will be used to generate single frequency tabulations for quantitative data analysis. Data from questionnaires will be analysed using descriptive statistics such as frequencies, percentages, means, and standard deviations.

3.10.2 Qualitative Data Analysis

The interview guide's open-ended questions will generate qualitative data, which will then be synthesised and arranged into sub-themes.

3.11 Ethical considerations

The following research ethics will be upheld by the researcher: Plagiarism and fraud come first. The researcher made an effort to give credit to all information and work sources. Additionally, the researcher personally gathered the information that was included in the methodology, results, and final findings. Next, the responders' privacy, anonymity, and secrecy. In compliance with the code of ethics, the lists of names and other data that might be used to identify the responders was destroyed. Additionally, by removing names and other identifying information from the questionnaire and interview guide, the data obtained guaranteed the respondents' privacy. Teachers and pupils were represented by codes. Finally, to obtain voluntary and informed agreement, the researcher showed the participants an introductory letter from UCU Mbale University college outlining the true goal of the study. The participants in the study gave their information willingly.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents and discusses the findings on Incorporating ICT into teaching primary school pupils English language productive skills in a few selected primary schools in Bududua town council and Bududa sub-county(the greater Manjiya) in Bududa district. The study was guided by the objectives below;

To establish the level English language speaking and writing skills of primary school pupils in Bududa District, to find out the use of ICTs to teach primary school pupils English speaking and writing skills in Bududa District, to identify the barriers to the use of ICTs to teach English language speaking and writing skills to primary school pupils in Bududa District, to suggest strategies that can increase the use of ICTs in teaching of English language speaking and writing skills to primary school pupils in Bududa District. The data was collected from 91 respondents using self-administered questionnaire.

4.1 Socio Demographic Characteristics

The study focused on the respondent's demographic characters in-terms of sex, age, designation and place of interview the purpose for using the respondents age, gender, designation and place of interview was find out whether there will be variations in the response according to their sex, age and location of inter

Table 4.2: Showing respondents demographic characteristics

		Frequency	Percent
Sex	Male	27	48.2
	Female	29	51.8
Age	10-14 years	20	35.7
	Above 14years	36	64.3
Designation	Teacher	20	100
	Teacher of English	15	100
Venue	Manjiya Primary School	5	33.3
	Buloli Primary School	3	20.0
	Busai Primary School	2	13.3
	Buwakhata Primary School	2	13.3
	Bududa Primary School	3	20.0

Source: Primary Data, (2024)

Source; Primary Data (2024)

Table 4.2 shows the findings of demographic characteristics of the respondents in terms of sex, age, designation and venue of interview. The study found out that 27 (48.2%) of the respondents were male pupils and 29 (51.8%) were female pupils. Regarding the age, 20 (35.8%) of the respondents were between 10 to 14years and 36(64.3%) were above 14years old which means that the majority of the respondents were mature and old enough to provide authentic responses. In terms of designation of teachers, 20(100%) were teachers of multiple

subjects and 15(100%) were teachers of English strictly. Finally, in regards to place of interview, 5(33.3%) respondents were from Manjiya primary school, 3(20.0%) from Buloli and Bududa primary, 3(13.3%) were from Busai and Buwakhata primary school.

4.2 Status of Productive English Language Skills in Bududa District

The first objective of the study was to establish the level English language speaking and writing skills of primary school pupils in Bududa District. The respondents were asked to state their level of writing skills in English language. The following responses were captured as indicated below:

4.3 Research objective one: To establish the level English language speaking and writing skills of primary school pupils in Bududa District.

To answer the research objective 1, descriptive analysis were used to see the frequencies of teachers' and pupils level of English language speaking and writing skills. The elaboration of the analysis is presented in Table 4.3

Table 4.3 Showing Productive English language skill (Writing)

Productive English writing skills (Writing)	SD	DA	N	A	SA
Competent in writing correct English sentence	10.0	45.0	5.0	40.0	-
Able to construct coherent English paragraph	5.0	40.0	25.0	30.0	-
Can write an imaginative and engaging English style	25.0	55.0	25.0	5.0	-
Able to compose worldwide standard English Essay	15.0	55.0	25.0	5.0	-
Able to express written thoughts and ideas clearly	15.0	40.0	20.0	25.0	-

Source; Primary Data (2024)

In reference to Table 4.3, the majority of the teachers 55% indicated that their pupils are not competent in writing correct English sentence. 40 % however disagreed. This is an indication that the majority of the pupils are not competent in writing correct English sentence. When teachers were further asked to give their views on pupil's ability to construct coherent English paragraph, 45% of the respondents disagreed.

Teachers were then asked whether pupils can write an imaginative and engaging English style. In their response over 80% of the respondents confirmed that pupils cannot write an imaginative and engaging English style and only 5% agreed. The findings is supported by Masata, (2020) who postulated that writing an imaginative and engaging English style, if used effectively can promote innovative teaching strategies such as autonomous learning and fixed classrooms

Table 4.4 showing Productive English Language skills (Speaking)

Productive English Language skills (Speaking)	SD	DA	N	A	SA
Able to communicate in English clearly	10.0	60.0	5.0	25.0	-
Competent in correct English grammar and vocabulary	15.0	40.0	5.0	35.0	5.0
Competent in English pronunciation	10.0	20.0	10.0	60.0	-
Confident to use wide range of English words	10.0	35.0	25.0	25.0	5.0
Can converse in appropriate gestures and facial expressions	10.0	25.0	10.0	45.0	10.0

Source; Primary Data (2024)

Findings from the above table 4.4 indicates that 70% of the pupils in Bududa town council and Bududa sub-county are not able to communicate in English clearly. However, 25% agreed that they can communicate clearly in English. When the pupils were asked whether they are competent in correct English grammar and vocabulary, 55% confirmed they are not competent while 40% agreed they are competent. This finding is consistent with the study by Kweka and Ndibalema (2018), who found that while many pupils were able to communicate in English clearly, they lack competency in correct English grammar and vocabulary

Table 4.5. Productive English Language Skills (Writing)

Productive English Language skills (Writing)	SD	DA	N	A	SA
Able to write English with correct grammar	26.8	17.9	8.9	37.5	8.9
Able to construct coherent English paragraphs	14.3	30.4	12.5	26.8	16.1
Can write an imaginative and engaging English style	17.9	17.9	23.2	39.3	1.8
Competent in writing clear English sentence	17.9	21.4	12.5	39.3	8.9
Able to compose worldwide standard essay	12.5	26.8	14.3	37.5	8.9

Source: Primary Data, (2024)

Findings from the above table 4.5 indicates that the level of writing English skills among pupils in Bududa town council and Bududa sub-county is low from the findings, 22(39.2%) of the respondents agreed that they are not able to write correct English grammar and vocabulary.

According to Javanmiri & Bdaiwi, (2021), writing proficiency is equally significant pupils who lack proper English proficiency may demonstrate lower-quality analytical skills in their literay critical evaluation. A solid foundation in language skills includes wriing which is essential for The National Curriculum Development Centre (NCDC) of Uganda expects learners in rural schools to acquire at least 800 English words after three years of instruction in the language as a subject. However, the study reveals that this expectation is unrealistic due to several factors (Ssentanda, Southwood, & Huddleston, 2019) like limited vocabulary acquisition, lack of learning materials, limited exposure, teachers' proficiency, and time constraints.

Academic success and effective communication. The National Curriculum Development Centre (NCDC) of Uganda expects learners in rural schools to acquire at least 800 English words after three years of instruction in the language as a subject. However, the study reveals

that this expectation is unrealistic due to several factors (Ssentanda, Southwood, & Huddlestone, 2019) like limited vocabulary acquisition, lack of learning materials, limited exposure, teachers' proficiency, and time constraints. However, 26(46.4%) agree of the respondents agree that they are able to write correct English grammar and vocabulary.

8(14.2%) of the respondents are not sure if pupils can write correct English grammar and vocabulary.

However,23(41.0%) of the respondents disagree that their pupils are not able to construct coherent English paragraphs this confirms the report that nearly one billion people entered 21st Century unable to read a book or write their names (UNICEF, 1999). EFA (2011) also indicate that there is need to secure literacy ability in young children to enhance literacy in adulthood. Despite the fact that 41.0% cannot construct coherent English sentences, 27(48.2%) of the respondents agree that pupils are able to construct sentences in English contrary to Nearly one billion people entered 21st Century unable to read a book or write their names (UNICEF, 1999).

According to the Table 4.5 showing the level of competency in correct English grammar and vocabulary, the majority 66% of the teachers agreed that pupils have high competency in using correct English grammar and vocabulary writing in English, while 16% disagreed. This therefore means that primary seven pupils are competent to use correct English grammar and vocabulary is above average level. According to Rausch, (2015) English learners would benefit from purposefully designed speaking instruction that employs scaffolding and analysis of exemplars.

Table 4.6 Showing Productive English language skill (Speaking)

Productive English writing skills (Speaking)	SD	DA	N	A	SA
Confident to speak English clearly	14.3	14.3	25.0	37.5	8.9
Competent in using proper English Grammar and vocabulary	7.1	10.7	17.9	46.4	17.9
Competent in English pronunciation	10.7	10.7	19.6	41.1	17.9
Able to use wide range of English words	10.7	25.0	8.9	42.9	12.5
Able to use appropriate gestures and special expressions	19.6	12.5	17.9	42.9	7.1

Source, Primary Data(2024)

Table 4.6 suggests that a majority 46.4% of the pupils who participated held that they confident to speak English clearly while 28.6% do not have the confidence. When asked whether they have competency in using proper English Grammer and vocabulary, they overwhelmingly agreed at 64.3% although 17.8 were showed they were not competent in using proper English Grammer and vocabulary. The finding is also consistent with the interview guide data where several teachers agreed that most of their pupils are competent in using proper English Grammer and vocabulary. Teachers were then asked to affirm their confident to use wide range of English words. Based on Table 4.4 above, 54% of teachers perceived that they confident to use wide range of English words, however, 32% disagreed. This means that most of the teachers have confidence to use wide range of English words.

Teachers were then asked the competence in English pronunciations as shown in Table 4.4, the majority (63%) of the participants confirmed competence in English pronunciations while

18% said that they are not competent in English pronunciations. The findings suggest that teachers are conversant with English pronunciations. The findings is congruent with Akubuilu, Nnnam and Ugo (2021), who noted lack of appropriate language expressions or psychological barriers might make verbal communication difficult. Speaking and writing English fluently is crucial in the contemporary media and communication environment.

Table 4.6, above shows the frequencies of pupils competencies on Productive English language skills (Speaking). As item 1 shows, the respondents agreed at 40% that they were able to communicate in English clearly, however, 29% of the respondents disagreed. This means that most of the pupils are to communicate in English clearly.

4.4 Research objective two: To find out the use of ICTs to teach primary school pupils

English speaking and writing skills in Bududa District.

To answer the research objective 2, descriptive analysis were used to see the frequencies of teachers' competencies in the use of ICT to teach primary school pupils English speaking and writing skills. The elaboration of the analysis is presented in Table 4.7

Table 4.7. Use of ICT in teaching English Language skills

Use of ICT in teaching English Language skills	SD	DA	N	A	SA
Easy to integrate ICT into teaching English Language	10.0	4.0	20.0	25.0	5.0
Had adequate training on how to use ICT teaching methods	40.0	30.0	15.0	15.0	
Aware of ICT benefits in Teaching English Language	15.0	15.0	15.0	40.0	15.0
My school provides adequate ICT resources for teaching	35.0	30.0	25.0	5.0	5.0
ICT can help pupils to understand and learn English language skills	5.0	10.0	5.0	40.0	40.0

ICT can help to provide more dynamic and personalised learning experiences	-	15.0	10.0	35.0	40.0
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Source. Primary Data(2024)

The finding in Table 4.7 reveals that about 70% of the teachers denied that had adequate training on how to use ICT teaching method. Although 55% of the teachers said that they are aware of ICT benefits in Teaching English, 65% of the teachers confirmed that their school does not provide adequate ICT resources for teaching Language.

The findings are congruent with Iglesia et al. (2014), who found that teachers in the UK use ICT for purposes of gathering information as well as, displaying and presenting information. The findings denoted that ICT resources were not being effectively applied to promote innovative teaching strategies such as autonomous learning and fixed classrooms. These results were further reinforced by qualitative findings where most interviewees disclosed that teachers in the school used ICT devices in social media but not to search for information, create teaching materials, and present materials to pupils.

Table 4.8 Use of ICT in teaching English language skills

Use of ICT in teaching English language Skills	SD	DA	N	A	SA
Teacher do not have technical knowledge on the use of ICT	8.9	33.9	19.6	30.4	7.1
Teachers know the benefit of ICT in teaching	8.9	23.2	21.4	33.9	12.5
Teachers think ICT can help pupils to learn independently	16.1	14.3	14.3	46.4	8.9
Teachers have not been trained to use ICT in teaching	21.4	28.6	0	25.0	25.0
Teachers think that ICT can help pupils to learn how to speak and write English	1.8	10.7	23.2	55.4	8.9
The school does not support ICT use in Teaching	16.1	19.6	14.3	25.0	25.0

Source, Primary Data(2024)

The first research question in Table 4.8 above is to establish whether teachers do not have technical knowledge on the use of ICT; therefore, the percentage of teachers who do not have technical knowledge on the use of ICT responded to actions related to using ICT in the teaching and learning process in school were generated.

From Table 4.8, shows the respondents agreed (37.1%) of the teachers do not have technical knowledge on the use of ICT and strongly agreed; however, more than half of respondents disagreed (42.8%). This means that most of the teachers do not have technical knowledge on the use of ICT. This finding is supported by Davis, Bagozzi and Warshaw (1989), who aver that due to perceived complexity of new technologies such as ICT, there exists an element of uncertainty in the minds of users regarding the successful adoption of them. Thus, people form perceptions and intentions towards trying to learn, and to use the new technology. This means that teachers using new technology would have to consider the perceived usefulness in the use of the new technology to accept it.

Item 2 on table 4.8 is establishing whether teachers know the benefit of ICT in teaching, shown by the data from item 46.4% of teachers stated that they know the benefit of ICT in teaching, which means teachers are usually using computer in classroom as a tool to show certain teaching materials or aids while conducting ordinary lessons. However, 32.1% disagreed.

When teachers were further asked if they think ICT can help pupils to learn independently, based on the analysis, 55.3% of teachers perceived that ICT can help pupils to learn independently. However, 30.4% disagreed they received training. This finding is supported by Lund (2016), who asserted that the use of ICT is an additional support and a strategy which can be utilized in tandem with differentiation and remediation to minimize learner's barriers to learning or add enrichment and expand their learning experiences.

When teachers were asked if they have been trained to use ICT in teaching; half of the respondents 50% agreed they received training while the remaining half of the respondents denied receiving any training. The 50% who denied claimed to greater extent, they may not have skills. They still need training so that they can use ICT effectively and also need ICT special equipment response. This finding is supported by Blackberry and Woods (2014:139) carried out a study on integrating technology into learning and teaching practices. According to their findings, teachers lacked computer skills hence they recommend that teachers receive training on the application of ICT.

When teachers were asked whether they think that ICT can help pupils to learn how to speak and write English, the majority of the respondents 64.3% agreed that ICT can help pupils to learn how to speak and write English although 12.5% disagreed. Teachers pointed out that they saw an improvement in the academic performance of learners who were motivated and their concentration span improved because of the use of ICT. This finding is in line with Khan, Hasan and Clement (2012:63) who conducted a study examining the factors in relation to the use of ICT in the teaching-learning process. The results revealed that teachers, who were already using ICT, had abilities and confidence in utilising ICT. These teachers perceived ICT as important for their individual work, and for their teaching and planning for the future. They believed that ICT makes lessons more enjoyable, less challenging, and more exciting for them and their learners, more diverse and more distinctive.

Teachers were then asked whether they have been trained to use ICT in teaching. Half 50% of the teachers confirmed that they underwent training while at college, however, the remaining 50% denied.

Table 4.9 Use of ict in teaching english language skills (Pupils)

USE OF ICT IN TEACHING ENGLISH LANGUAGE SKILLS	SD	DA	N	A	SA
Teacher do not have techincal knowledge on the use of ICT	8.9	33.9	19.6	30.4	7.1
Teachers know the benefit of ICT in teaching	8.9	23.2	21.4	33.9	12.5
Teacher think ICT can help pupils to learn independently.	16.1	14.3	14.3	46.6	8.9
Teachers have been trained to use ICT in teaching	21.4	28.6	5.4	16.3	28.3
Teachers think that ICT can help pupils to learn how to speak and write English	1.8	10.7	23.2	55.4	8.9
The school does not support ICT use in teaching	16.1	19.6	14.3	25.0	25.0

Source, Primary Data (2024)

As shown in Figure 4.9, pupils were asked their views on use of ICT in teaching English skills in upper primary. The pupils agreed at (37.5 %) as use of ICT in teaching English skills in upper primary is appropriate while 43.8% of the pupils felt that they were only beginners in regard to their computer skills level therefore use of ICT in teaching English skill may not be appropriate.

When pupils were asked whether their teachers know the benefit of ICT in teaching, 46.4% of the pupils confirmed that teachers know the benefit of ICT in teaching. However, 32.1% disagreed with the statement. They believed teachers may lack the required self-efficacy to integrate ICT in teaching and learning of English.

When pupils were asked whether teachers think ICT can help pupils to learn independently, more than half (55.5%) believed that teachers have little familiarity with basic computer system that can help in integrating ICT in the teaching and learning of English Language in Primary schools. However, 30.4% are not yet certain that teachers think ICT can help pupils to learn independently. Parts and concepts such as central processing unit-CPU, motherboard,

4.5 Objective Three; To identify the barriers to the use of ICTs to teach English language speaking and writing skills to primary school pupils in Bududa District.

The third objective of the study was to identify the barriers to the use of ICTs to teach English language speaking and writing skills to primary school pupils in Bududa District. To achieve the objective, a set of statements in form of five points like scale were posed to the teachers and pupils to indicate the extent to which they agreed or disagreed with them. The responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. Table 4.6 shows the proportion of teacher respondents in various levels of agreement.

Table 4.10 Barriers to the use of ICT in teaching English language Skills

Barriers to ICT use in teaching English language skills	SD	DA	N	A	SA
Dont have knowledge to prepare ICT based materials	10	-	5	40	45
Dont have access computer and other hardwares	10	20	5	30	35
The school does not have instructional software/resource	5	5	-	50	40
Dont have knowledge in ICT teaching methods	5	10	-	40	45
ICT is expensive and difficult to maintain	-	-	-	25	75
The school does not have computer laboratory and access to internet	-	-	-	50	50

Source: Primary Data(2024)

As shown in Table 4.10, majority (80%) of the participants said that they dont have knowledge to prepare ICT based materials for teaching English while 15% said that they have knowledge to prepare ICT based materials another 5% were not decided whether they have knowledge to prepare ICT based materials for teaching English. The findings suggest that the majority of the respondents do not have knowledge to prepare ICT based materials in the teaching and learning of English. The findings is congruent with Akubuilu, Nnnam and Ugo (2021), who noted that the computer is not the most utilized ICT in Primary schools in Enugu State in Nigeria. The finding is also consistent with the interview guide data where several interviewees mentioned the use of computers to teacher English.

When teachers were asked whether they have access computer and other hardwares, (Table 4.10), majority (65%) of the respondents said that they don't have access computer and other hardwares. On the other hand a significant majority (30%) said that they have access to computer and other hardwares are always used as printer for English learning materials.

On whether the school does not have instructional software/resource, majority (85%) of the respondents reached felt that they rarely used a CD ROM in English learning. Farther on, a majority (80%) confirmed that they dont have knowledge in ICT teaching methods in English learning. On use of Radio a majority (39%) confirmed that they occasionally use it in English Class. Finally a majority (35%) of the respondents agreed that they occasionally used cell phones in English learning. These findings were further reinforced by qualitative findings where most interviewees disclosed that teachers in the school do not used ICT devices to search for information, create teaching materials, and present materials to students.

Barriers to ICT use in teaching English language skills	SD	DA	N	A	SA
Teachers dont have technical knowledge on the use of ICT teaching materials	16.1	19.6	14.2	30.4	19.6

Table 4.11 Barriers to use of ICT in teaching English Language Skills

Teachers do not have access to computers and other hardwares	19.6	28.6	7.1	30.4	14.3
The school does not have ICT technical infrastructure	14.3	12.2	7.1	35.7	30.4
The school does not provide professional development opportunities.	5.4	7.1	10.7	32.1	44.6
Teachers have not been trained on ICT teaching methods	14.3	14.3	10.7	32.1	28.6
ICT is expensive to obtain	10.7	10.7	10.7	41.1	26.8

Source. Primary Data(2024)

The researcher then sought to examine the barriers to ICT use in teaching English language skills. To help this inquiry, the respondents were asked a series of questions. The investigator wanted to first establish whether teachers dont have technical knowledge on the use of ICT teaching materials. The questions were posed to the teachers and all seemed to be in agreement at 50% teachers dont have technical knowledge on the use of ICT teaching materials

The majority (66.1%) of the respondents strongly agreed or agreed with the assentation that the school does not have ICT technical infrastructure This finding is consistent with the study by Kweka and Ndibalema (2018), who found that many teachers lack the skills needed to integrate ICT in learning and teaching. Skill inadequacy made the teachers feel anxious about integrating ICT in their learning and teaching activities in a teaching classroom and consequently affecting their confidence to use it. In addition, the study found that 44.7% of the teachers do not have access to computers and other hardwares application. The quantitative findings are also reinforced by the views of the teachers that were collected during the interviewees. Most of the teachers also pointed out the lack of training as a major problem

When pupils were asked whether they have access to computers and other hard wares or not, 44.7% of the pupils confirmed that teachers do not have access to computers and other hard wares, while 48.2% believe that teeachers have access to computers and other hard wares.

This finding is in line with Mukama, (2013) asserted that access to hardware and software was needed for a long-term incorporation of ICTs into pedagogical practices and additional materials

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section shows the summary, conclusion and recommendations of the research, based on the findings and discussions and further gives recommendations for policy and practice.

5.2 Summary of Major Findings

The objective of this study was to assess the extent to which ICTs can be incorporated to Teach Primary School Pupils English Language Productive Skills in Bududa District. The researcher took a survey to establish the influence of the use of ICTs on the teaching of primary school pupils of Bududa District English language writing and speaking skills.

The results of the data analysis were summarized below in accordance with the objectives: The demographics of the respondents on table 4.2 show that 64.3% of the respondents are above 14years, therefore, the information given were reliable.

5.2.1 Objective one; Establish the level English language speaking and writing skills of primary school pupils in Bududa District.

In the first objective of the study, the study the indicates that the level of writing English skills among pupils in Bududa town council and Bududa sub-county is low from the findings,as viewed in table 4.3, 22(39.2%) of the respondents agreed that their pupils were not able to write correct English grammar and vocabulary. However,23(41.0%) of the respondents disagree that they were not able to construct coherent English paragraphs this confirms the report that nearly one billion people entered 21st Century unable to read a book or write their names (UNICEF, 1999). EFA (2011) also indicate that there is need to secure literacy ability in young children to enhance literacy in adulthood

5.2.2 Objective two: To find out the use of ICTs to teach primary school pupils English speaking and writing skills in Bududa District.

To answer the research objective 2, descriptive analysis were used to see the frequencies of teachers' competencies in the use of ICT to teach primary school pupils English speaking and writing skills.

The finding in Table 4.7 reveals that the ICT applications were not easy to integrate into teaching English Language by a 70% confirms that they have never been trained, therefore they cannot use ICT in teaching English. 65% also confirms that there are no adequate ICT resources in school majority of the teacher participants. This is an indication that the ICT tools were utilized in ways that facilitate the traditional teacher-centred approach of learning rather than being used to facilitate pupils' engagement. About 70% of the teachers denied that had adequate training on how to use ICT teaching method. The findings are congruent with Iglesia et al. (2014), who found that teachers in the UK use ICT for purposes of gathering information as well as, displaying and presenting information. The findings denoted that ICT resources were not being effectively applied to promote innovative teaching strategies such as autonomous learning and fixed classrooms.

5.2.3 Objective three; To identify the barriers to the use of ICTs to teach English language speaking and writing skills to primary school pupils in Bududa District.

The third objective of the study was to identify the barriers to the use of ICTs to teach English language speaking and writing skills to primary school pupils in Bududa District. To achieve the objective, a set of statements in form of five points like scale were posed to the teachers and pupils to indicate the extent to which they agreed or disagreed with them. The majority as shown on table 4.8, (66.1%) of the respondents strongly agreed or agreed with the assentation that the school does not have ICT technical infrastructure This finding is consistent with the study by Kweka and Ndibalema (2018), who found that many teachers lack the skills needed to integrate ICT in learning and teaching. Skill inadequacy made the teachers feel anxious about integrating ICT in their learning and teaching activities in a teaching classroom and consequently affecting their confidence to use it.

5.3 Conclusion

According to the findings of the researcher, majority of the pupils denied that they do not know how to write worldwide essay this information relates to what is exactly on ground in most schools in Bududa district. In reference to the use of ICTs most teachers have confirmed that they didn't have any training on the use of ICT in teaching and neither do the schools have ICT infrastructures. This information is correct according to the researcher's reality, in Bududa district primary schools there is absence of ICT use in the teaching learning process, except that most teachers use smart phones for their personal use such as making calls and social media only. This finding is supported by Davis, Bagozzi and Warshaw (1989), who aver that due to perceived complexity of new technologies such as ICT, there exists an element of uncertainty in the minds of users regarding the successful adoption of them. Thus, people form perceptions and intentions towards trying to learn, and to use the new technology. This means that teachers using new technology would have to consider the perceived usefulness in the use of the new technology to accept it.

Among the pupils there was lack of proper English proficiency which was demonstrated by lower-quality analytical skills in their literacy critical evaluation. The study therefore reveals that the expectation pupils in English speaking and writing were unrealistic due to several factors including limited vocabulary acquisition, lack of learning materials, limited exposure of teachers and pupils. To find out the use of ICTs to teach primary school pupils English speaking and writing skills school pupils English speaking and writing skills in Bududa District. This means that most of the teachers do not have technical knowledge on the use of ICT.

5.4 Recommendation

Findings from the study showed that some of teachers lacked appropriate ICT training. The preceding fact calls for training and on-going workshops on the use of ICT. There were also challenges of shortages and maintenance of ICT equipment. The department and schools can have a dedicated ICT budget as part of the strategic plan to ensure on-going capacity building and maintenance of technological devices. This can be used for workshops, security, maintenance and other related issues. Training programmes can include knowledge and skills on how to integrate different ICT devices within the curriculum. These should be appropriately designed and effectively implemented for learners experiencing barriers to

learning. It is important for teachers in schools to use different ICT tools since it can improve the abilities of learners experiencing barriers to perform better.

5.5 Suggestions for Further Research

The following areas have been suggested for further research:

- (i) An audit to establish the available ICT infrastructure in all primary in Uganda should be made with a view of inviting cooperate bodies, NGOs and other stakeholders to supplement the government's effort of digitalizing all functions in schools
- (ii) A study should be carried out to establish how the current curriculum can be reviewed to incorporate an online component in the teaching and learning of English skills in Primary schools.
- (iii) A similar study should be made national wide by MOE in order to offer appropriate guidance to the government in regard to the level of ICT integration in the teaching of English Language skills in Primary Schools

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APPENDICES

Appendix 1: Teacher's Questionnaire

Dear Respondent,

My research project at Uganda Christian University is titled "*Using ICTs to Teach English Language Productive Skills to Primary School Pupils in Bududa District*". I am looking for the information for scholarly purposes. Your participation is completely voluntary and essential to the success of our endeavour. For the sake of the research's success, I kindly ask that you answer in an honest, truthful, and patriotic manner. The supplied data will be handled with the utmost discretion.

Signed:

.....

Abong Eva

Section A: Personal Data

Please put a tick in the box for your choice

1. Sex

Male

Female

2. Subjects that you teach

English

SST

Science

MTC

Multiple Subject

3. Classes that you teach

P.1

P.2

P.3

P.4

P.5

P.6

P.7

Multiple class

4. Years of teaching experience

Less than 5

Between 5 to 10

Above 10

Section B: Productive English Language Skills

The following section has statements about speaking and writing skills. It has following scales: 1=Strongly Disagree (SD), 2=Disagree (DA), 3=Not sure (N), 4=Agree (A) & 5=Strongly Agree (SA). Please put a tick in the box for your choice

	Productive English Language Skills(Writing)	SD	DA	N	A	SA
1.	P.7 pupils are competent in writing correct English grammar and vocabulary					

2.	P.7 pupils are able to construct coherent English paragraphs.					
3.	P.7 pupils can write an imaginative and engaging English style					
4.	P.7 pupils are able to compose essays that are up in line with worldwide standard					
5.	In written English, P.7 pupils are able to express written thoughts and ideas clearly					

Section B: Productive English Language Skills

The following section has statements about speaking and writing skills. It has following scales: 1=Strongly Disagree (SD), 2=Disagree (DA), 3=Not sure (N), 4=Agree (A) & 5=Strongly Agree (SA). Please put a tick in the box for your choice

	Productive English Language Skills(Speaking)	SD	DA	N	A	SA
1.	P.7 pupils are confident and able to communicate ideas and opinions in English clearly					
2.	P.7 pupils are competent in proper English grammar, vocabulary and pronunciation					
3.	P.7 Pupils are confident to use wide range of English words					
4.	P.7 Pupils are competent in spoken English pronunciations as well as stressing words.					
5.	P.7 Pupils can converse in English with appropriate gestures and facial expressions					

Section C: Use of ICTs in Teaching English Language

The following section has statements about use of technology in teaching English Language. It has following scales: 1=Strongly Disagree (SD), 2=Disagree (DA), 3=Not sure (N), 4=Agree (A) & 5=Strongly Agree (SA). Please put a tick in the box for your choice

	Use of ICT in Teaching English Language Skills	SD	DA	N	A	SA
1.	I feel confident to integrate ICT into my English language teaching.					
2.	I have adequate training on how to use ICT in English language teaching.					
3.	I am aware of the benefits of using ICT in English language teaching.					
4.	I feel that my school provides adequate resource for integrating ICT into my English teaching.					
5.	I believe that using ICT can help pupils understand and learn English speaking and writing skills.					
6.	I feel that ICT can help me to provide more dynamic personalized learning experiences for English language learners.					

Section D: Barriers to Use of Technology in Teaching English Language

The following section has statements about barriers to use of technology in teaching English Language. It has following scales: 1=Strongly Disagree (SD), 2=Disagree (DA), 3=Not sure (N), 4=Agree (A) & 5=Strongly Agree (SA). Please put a tick in the box for your choice

	Barriers to the use of ICT in Teaching English	SD	DA	N	A	SA
1.	I don't have technical knowledge to prepare materials based on ICT.					
2.	I don't have access to existing hardware (computers, overhead projectors)					
3.	The schools do not have instructional software/resources					

4.	I don't have knowledge in ICT teaching methods in English					
5.	Technology is expensive and difficult to maintain					
6.	The school does not have computer laboratory, access to internet and other learning multimedia					

Appendix 2: P7 Pupils' Questionnaire

Dear Respondent,

My research project at Uganda Christian University is titled "*Using ICTs to Teach English Language Productive Skills to Primary School Pupils in Bududa District*". I am looking for the information for scholarly purposes. Your participation is completely voluntary and essential to the success of our endeavour. For the sake of the research's success, I kindly ask that you answer in an honest, truthful, and patriotic manner. The supplied data will be handled with the utmost discretion.

Signed:

.....

Abong Eva

Section A: Personal Data

Please put a tick in the box for your choice

1. Sex

Male

Female

Age

Between 10-14 years old

Above 14years old

Section B: Productive English Language Skills

The following section has statements about speaking and writing skills. It has following scales: 1=Strongly Disagree (SD), 2=Disagree (DA), 3=Not sure (N), 4=Agree (A) & 5=Strongly Agree (SA). Please put a tick in the box for your choice

	Productive English Language Skills (Writing)	SD	DA	N	A	SA
1.	I am able to write English sentence with correct spelling, grammar and vocabulary					
2.	I am able to construct English paragraph that are coherently organized					
3.	I can write in English an imaginative and engaging style					
4.	I am competent in writing competent and clear English paragraphs					
5	I am able to compose essays in English that are up to line with					

standard worldwide						
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The following section has statements about speaking and writing skills. It has following scales: 1=Strongly Disagree (SD), 2=Disagree (DA), 3=Not sure (N), 4=Agree (A) & 5=Strongly Agree (SA). Please put a tick in the box for your choice

	Productive English Language Skills (Speaking)	SD	DA	N	A	SA
1.	I am confident and able to speak English easily and communicate my ideas with ease in English.					
2.	I am competent in using proper English grammar, vocabulary and pronunciation and vary according to the context of the listeners.					
3.	P.7 pupils are able to use a wide range of words when speaking English.					
4.	P.7 pupils are competent in spoken English pronunciation as well as stressing words.					
5.	When speaking in English pupils are able to make appropriate gestures and facial expressions					

Section C: Use of Technology in Teaching English Language Skills

The following section has statements about use of technology in teaching English Language. It has following scales: 1=Strongly Disagree (SD), 2=Disagree (DA), 3=Not sure (N), 4=Agree (A) & 5=Strongly Agree (SA). Please put a tick in the box for your choice

	Use of ICT in Teaching English Language Skills	SD	DA	N	A	SA
1.	Teachers can confidently use technology to teach English language skills					
2.	Teachers have been trained well on how to use ICT to teach English language					
3.	Teachers know the benefits of using technology to teach English language skills.					
4.	Teachers think that using ICT to teach English can help pupils to speak and write English well as well as help to track their record of progress in English language.					
5.	Teachers think that using ICT can help pupils to learn independently and on their own.					
6.	Teachers think that the school administrators should support the use of ICT in teaching English language					

Section D: Barriers to Use of Technology in Teaching English Language Skills

The following section has statements about barriers to use of technology in teaching English Language. It has following scales: 1=Strongly Disagree (SD), 2=Disagree (DA), 3=Not sure (N), 4=Agree (A) & 5=Strongly Agree (SA). Please put a tick in the box for your choice

	Barriers to use of Technology in English language skills.	SD	DA	N	A	SA
1.	Teachers do not have technical knowledge to prepare materials based on usage of ICT in teaching English.					
2.	Teachers do not have access to existing hardware (computers, over-head projector etc.)					
3.	The school does not have technical infrastructure such as access to internet and laboratory.					
4.	Teachers have not been trained on how to use ICT to teaching English Language					
5.	ICT is expensive and difficult to obtain.					
6.	The school does not provide professional development opportunities					

Appendix 3: Interview Guide for Teachers of English Language

Designation of Interviewee.....

Place of Interview.....

Self-introduction and Explanation of the Rationale of the Study

1. What are some examples of productive English language skills?
2. How can pupils demonstrate that they have mastered speaking and writing?
3. How would you assess the speaking and writing abilities of P7 pupils on a scale of 1 to 10?
4. How is ICT used in the class
5. Which ICT tools does your school utilise to teach pupils how to speak and write English effectively?
6. What makes it difficult for you teachers to use technology to teach English language speaking and writing skills?
7. What steps should be taken to assist you in using technology into the teaching of speaking and writing English?

Thank you

Appendix 4: Sampling Frame

Sample sizes(s) required for the given population sizes (n)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Source: Adapted from Krejcie & Morgan (1970): Determining sample size for research activities.

Appendix 5: Work Plan Schedule

ACTIVITY	2024			
	March	April	May	May
Completion of full Proposal				
Developing data collection tools				
Mini Defense				
Data Collection				
Data Processing And Analysis				
Writing Draft And Final Report				
Submission Of Report				

Appendix 6: Budget Estimates

S/No	Item (S)	Quantity (Qty)	Unit Cost (UGX)	Total Cost (UGX)
Stationary				
	Printing/ photo copying papers	3 reams	22,000	80,000
	Ruled papers	1ream	16,000	16,000
	Pens, pencil and note book	1 set	10,000	10,000
	Photocopying expenses	400pgs	100	40,000
	Spiral binding expenses	5	5000	25,000
	Hard cover binding	3	90,000	270,000
Total				441,000
Data Collection And Analysis				
9	Transport to the Field	Lump sum		300,000
10	Refreshment for Interviewees	Lump sum		50,000
11	Airtime	Lump sum		150,000
12	Data entry and Analysis	Lump sum		100,000
Total				600,000
13	Transport and feeding expenses (mini defense, Viva & submission of books)	Lump sum		400,000
14	Contingency	Lump sum		100,000
Total				500,000
Grand Total				1,541,000

Appendix 7: Map Showing Bududa District



Appendix 8: Placement Letter



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE.

Office of the Academic Registrar

To THE HEADTEACHER
MANJIYA PRIMARY SCHOOL

HEADTEACHER
MANJIYA PRIMARY SCHOOL
21 JUL 2024
WITH A UNIT FOR THE DEAN
P. O. BOX 1757, M. ALE

Dear Sir/Madam,
Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss ABONG EVA
Of Registration Number P122/MUC/BO/002 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree
BACHELOR OF EDUCATION

He/ she is required to carry out academic research on the topic
INCORPORATING ICT INTO TEACHING PRIMARY SCHOOL
PUPILS ENGLISH LANGUAGE PRODUCTIVE SKILLS IN BUDUDA DISTRICT
and thereafter produce a well bound hard cover research report (MAROON) in color for
undergraduate and three (BLACK)copies for Postgraduate students as a university
requirement for the award of a degree/diploma in the academic discipline that he /
she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,
Mr. Akampurira Timothy
Academic Registrar

16 AUG 2024

A Complete Education for a Complete Person

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