SECTION J: EDUCATIONAL INSIGHTS

40.

Tech-Proficiency and Utilization of Web-Based Teaching System among English and Linguistics Lecturers of State Universities in South-South Region of Nigeria

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Abstract

This study investigates Tech-Proficiency and Utilization of Web-Based Teaching System among English and Linguistics Lecturers of State Universities in South-South Region, Nigeria. A descriptive survey design was adopted for the study. The entire population of 113 was used for the study. The instrument used for the study was researcher generated scale, titled Technology proficiency and Utilization of Web base Teaching Tools Questionnaire. The instrument was validated by 10 experts and had a content validity index of 0.99 and a reliability index of 0.93. The researcher administered a total of 113 copies of the instrument and retrieved 105 representing a return rate of 92.92% and the 105 returned questionnaire were analysed with percentage. The result from the data analysis revealed that the technological proficiency of the lecturers were poor with the aggregate of 16.1% of the lecturers having high tech-proficiency (very efficient), 27% were moderately proficient and more than half of the lecturers (56.9%) were not proficient in using web base teaching tools. Also, it was found that the level of utilization of web base teaching tools among the lecturers was poor. (5.7%) of the lecturers have consistently utilized the above mentioned WBTT in teaching the students. Hence, it recommended among other suggestions that government and educational stakeholders should design and implement Web base teaching tools training, workshop and conference for lecturers in order to assist lecturers improve their technological skills and gain better knowledge and awareness of the various web base teaching tools.

Keywords: Linguistics, tech-proficiency, web-based, teaching, universities

Introduction

Among the many fields that have come to recognise the importance of "technology" in the twenty-first century is education. This is because in many nations, technology has replaced traditional means of communication as the primary means through which information travels. People's ways of thinking, working, and living have been profoundly impacted by the technological advancements that have become commonplace in modern civilization (Ghavifekr&Rosdy, 2015). Therefore, educational institutions that are responsible for training students to effectively perform in "a knowledge-based society" should seriously consider incorporating ICT into the instructional practices that they employ (Ghavifekr, Afshari&Amla Salleh, 2012).

In the subject of education, the practice of incorporating computer-based communication into the regular educational process is known as "Information, Communication, and Technology Integration" (ICTI). Educators are seen as pivotal figures when it comes to preparing students for the modern digital age through the use of information and communication technology (ICT) in their daily classes. This is because ICT has the potential of creating a classroom that is both interactive and responsive to students' needs (Arnseth&Hatlevik, 2012). When we talk about the benefits of networking learning communities to address the problems given by globalisation in the present day, we are not just referring to the advantages of improving and increasing the quality, accessibility, and cost-efficiency of the delivery of instruction to students (Albirini, 2006, p.6). In order to adequately support teaching and learning and information resources, the adoption of new ICTs is not a one-time event but rather a series of ongoing and continual efforts (Young, 2003). One of the recent breakthrough in ICTI is Web base teaching tools.

Web based teaching tools (WBTT) is an internet mediated teaching approach that allows students and teachers to break lines of communication without physical convergence. According to Levy (2017), WBTT is a form of computer-based education, in which students need access to the internet for the purpose of sharing and discussing course materials. This style of teaching derives from the idea of distance learning because it typically does not involve instructor-learner or trainee-instructor face-to-face meetings (Tampere University of Technology, 2007). The WBTT is made possible today through a plethora World Wide Web (WWW) networks such as Google meet, Microsoft team, Zoom meeting, twitter and Facebook. However, Google meet, Microsoft team, and zoom has been the most utilized by educators (Ramirez, 2022).

WBTT is growing in popularity as more and more people acquire access to the internet and realise that its ability for bidirectional information flow makes it a perfect environment for a teaching and learning. However, according to Ramirez (2022), the explosion of interest in WBTT was spurred by COVID-19. He went further to posit that technology giants such as microsite creativity in building plat that make video conferencing seamless were responsible for

the quick adoption of WBTT. The internet is employed as a vehicle for the provision of educational content, there are countless options for involvement both among students and with the educational system itself. Most e-learning courses focus on making the most of these kinds of features to help students learn and remember information better.

Undoubtedly, WBTT has improved educational system. The usage of WBTT makes it possible for education to be more personally fulfilling and relevant to students (Finger & Trinidad, 2002). On the other hand, students will benefit from the integration of ICT in situations in which they are not constrained by the prescribed curriculum and available materials, but rather in situations in which they can participate in technology-based learning activities that are intended to arouse their curiosity and interest in the topic at hand. In addition to this, it is designed to assist teachers in the process of creating engaging and interactive classes for their pupils. It has been demonstrated that incorporating ICT into teaching environments results in improved instruction, which in turn leads to more engaged and successful students (Finger & Trinidad, 2002; Jorge et al., 2003; Young, 2003; Jamieson-Procter et al., 2013).

Hermans, Tondeur, Van-Braak, and Valcke (2008) identified the stages of integration, augmentation, and complementing as the three key stages for information and communication technology (ICT) to be highly regarded and considered by the instructors. WBTT is a strategy that is becoming increasingly popular among educators as a means of assisting students in the process of learning and becoming proficient in complex ideas and skills. The utilisation of WBTT is at the core of the "improvement technique," which places an emphasis on the topic that was just discussed. For example, Microsoft PowerPoint can be used to present the topic in a very original and unique way, so opening the floor for discussion and allowing ideas to flow freely. A complementary method is one that makes use of ICT tools and resources to augment and reinforce what pupils already know. Because students can acquire their notes from a computer, send in their work via email from home (as long as they do so on time), and read up on material from other web sources to complete the assignment, this strategy enables students to be more productive (Hermans et al., 2008).

However, transition to WBTT has not been smooth in developing countries as obtainable in developed countries. The schools in Africa, especially, public schools are finding it very difficult to acculturate WBTT. Ghavifekr, and Rosdy (2015) found out that majority of tertiary institution lecturers are yet to be skilled in the use of WBTT. Nordin and Allias (2021) discovered that most university faculties have not fully implemented the use of WBTT due to lectures difficulties in utilization of the tools, poor technical condition, insufficient ICT facilities, resources and equipment, power failure and lack of high speed internet access.

Utilization is the ability to use or put things into use for its essence. Hence, the utilization of WBTT is the ability of lecturers or teachers to apply interned mediated learning platforms in teaching and learning process. Nordin and Allias (2021) also agree that utilization WBTTis practical applications of Microsoft team, zoom, Google meeting and others in teaching and

learning. Ukegbu and Ebeniza (2015) hold that a low utilization of WBTT in Nigeria. However, science inclined lecturers were utilizes the WBTTthan any other sets of lecturers (Nordin&Allias, 2021).

For lecturers to utilize WBTT effectively and efficiently, they must be proficient in the ICT tools such as constructing interactive power point, understanding how to share slides, manage video conferencing among others. These skills are collectively regarded as technological proficiency (Tech-Proficiency). Tech-Proficiency is the ability to use technology to communicate effectively and professionally, organize information, produce high-quality products, and enhance thinking skills (Clifford, 2022).Based on this explanation, there is acongruence between education and technology as productivity and efficiency can both be improved through proper integration. Nevertheless, most lecturers in Nigeria, delta state inclusive are still struggling to grapple with the necessary skills that ensure effective integration of ICT into education. Nwani et al. (2022) note that the tech-proficiency of lecturers in Enugu is low. Prensky (2012) pointed out that difficulty in teaching present generation of students is their new emersion in digitized system which the teachers “digital migrants or visitors” are not yet fully acquainted with.

The South-South region of Nigeria consists of six states. Each of these states has one State University except for Edo and Rivers States that have two state owned universities. The states include Akwa Ibom State, Bayelsa State, Cross Rivers State, Delta State, Edo State, and Rivers State. There are eight state Universities in the South South region which include: Akwa Ibom State University, Uyo, Ambrose Alli University, Ekpoma, Delta State University, Abraka, Edo State University, Uzairue,Niger Delta University, Amassoma, Ignatius Ajuru University of Education, Rumuolumeni, Rivers State University, Nkpolu-Oroworukwo, and University of Cross Rivers, Calabar. All the university have a department that offers English and language studies except Akwa Ibom State University, Uyo. Hence, seven state universities were included in the study. The universities offer English language and literature courses and have evolved into a powerful citadel of learning in Nigeria. However, what remains unclear is whether the lecturers have efficiently integrated ICT tools into the teaching and learning process. Also, it is unclear how proficient the lecturers are in the use of ICT tools especially those offered through WWW.

Furthermore, extensive literature search revealed a paucity in literature on the WBTTutilization and Tech-Proficiency of Nigeria university lecturers. The little existing literature focused on Web-based tools and instructional delivery in selected secondary schools in Owerri education zone 1, IMO state (Ukegbu&Ebeniza, 2015), challenges of teaching digitized generation of students (Oriji&Torunarigha, 2019), Information Technology and Information Systems IT/IS Usage between Students and Faculty of Nigerian Universities (Oluebube et al., 2013) and Student-Teachers Readiness and Attitude Towards Utilization of ICT in Studying Business Education in Delta State, Nigeria (Onajite, 2022). However, none of the aforementioned studies specifically examines the utilization and tech-proficiency of web-based teaching system among English and linguistic studies lecturers in state Universities in South-South region, Nigeria. The nexus of the present study. This study investigatestech-proficiency and utilization of web-based

teaching system among English andlinguistics lecturers in state universities in South -South Region of Nigeria.

Objectives of the Study

The present study is therefore set to investigate the utilization and tech-proficiency of web-based teaching system among English andlinguistics lecturers in state Universities in South-South Region of Nigeria. Specifically, two objectives were addressed:

1. To determine the Tech-proficiency of lecturers in English and linguisticsin state Universities in South-South Region, Nigeria;
2. To ascertain the level of utilization of Web-Base Teaching Tools of English andlinguistics lecturers in state Universities in South-South Region, Nigeria.

Conceptual Discourse

Many scholars have attempted to define "utilization," but it is challenging to arrive at a universally applicable definition (Petersen, 2007; Simbulan, 2007). An overly narrow concept of utilization, according to Nielsen (1993, 2000), can hinder the development of educational software and WBTT. To allow for more time and energy to be spent on actual learning, rather than just dealing with the software itself, technical utilization seeks to reduce the mental strain caused by that learning's interface. On the other hand, the majority of traditional utilization concerns the educational process and the practicality of pedagogical software, including the requirements of uniformity, learner satisfaction, fewest possible clicks and the least possible strain on the user's memory (Nielsen, 1993; Scheidermann, 1998). Therefore, the concept of utilization needs to be expanded to include concerns that are central to education. Differences and similarities across learning theories are highlighted by studies in the field (Lin & Hsieh 2001). However, a variety of learning theories are used in K-12 and higher education settings.

The capacity to use or make use of things for what they are at their core constitutes utilisation. As a result, the utilisation of WBTT refers to the capacity of lecturers or teachers to incorporate internet-mediated learning platforms into the process of instructional delivery. Additionally, Nordin and Allias (2021) came to the conclusion that use WBTT refers to the actual, hands-on applications of software like Microsoft Team, Zoom, Google Meeting, and others in the classroom. Ukegbu and Ebeniza (2015) discovered that Nigeria has a relatively low use rate of WBTT. However, teachers with a scientific bent were more likely to use the WBTT than academics from any other category (Nordin&Allias, 2021).

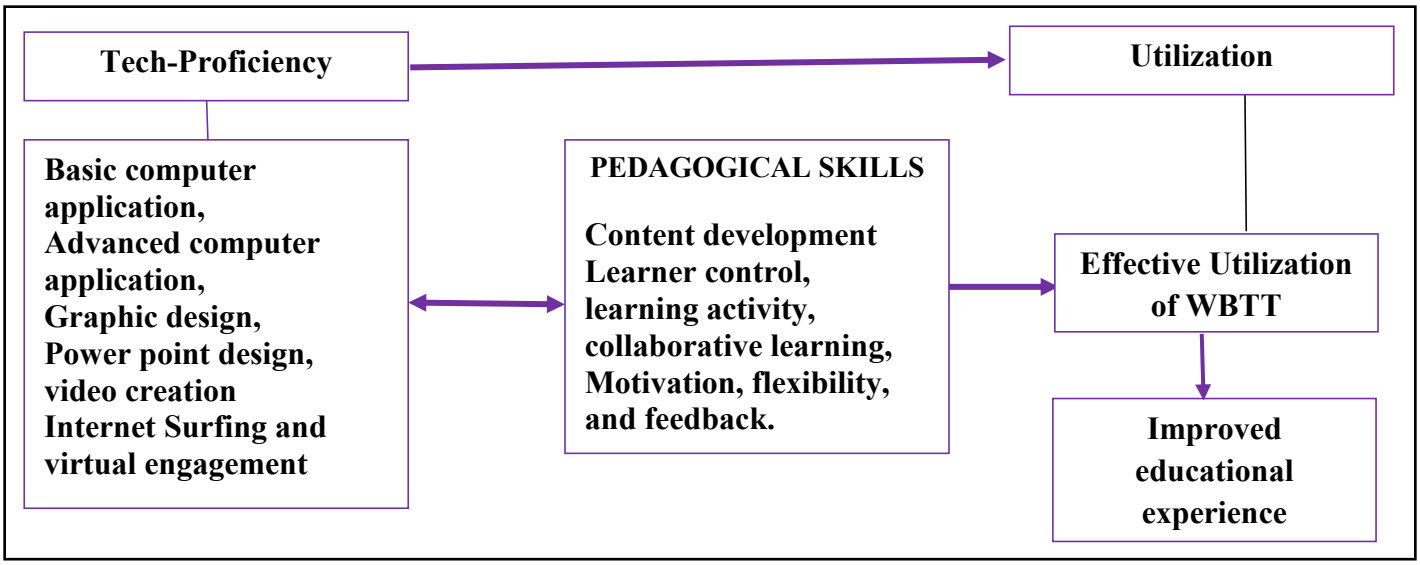
Educational videos, sensory stimulation, data storage, database use, guided exploration, brainstorming, music, and the World Wide Web (www) are just a few examples of how technology-based teaching and learning may enrich the educational experience (Finger & Trinidad, 2002). On the other hand, students will gain from ICT integration in situations where

they are not constrained by the prescribed curriculum and available materials, but rather where the emphasis is placed on experiential learning through the use of technological tools. It also provides assistance to educators in developing engaging and interactive lessons for their students. Researchers have found that when ICT is used in the classroom, students' active learning skills improve and the learning process as a whole benefits (Finger & Trinidad, 2002; Jorge et al., 2003; Young, 2003; Jamieson-Procter et al., 2013).

Tech-proficiency refers to the ability to use technology in a way that allows one to communicate clearly and in a professional manner, to organise information, to generate high-quality goods, and to improve one's thinking skills (Clifford, 2022). According to this explanation, there is a lot of congruence between education and technology due to the fact that proper integration can improve both productivity and efficiency. Despite this, the majority of lecturers in Nigeria, including those in the state of Delta, are still grappling with the necessary skills that ensure an effective integration of ICT into education. According to Nwani et al. (2022), the level of technological expertise of Enugu's lecturers is quite low. This can be partially explained by the fact that the majority of today's lecturers are digital natives or second-generation internet users. According to Prensky (2012), one of the challenges of teaching students of the current generation is that they have recently become immersed in a digitised system, while their teachers, who are referred to as "digital migrants or visitors," are not yet completely familiar with this system.

University lecturers are allowed to employ whatever pedagogical methods and learning theories they and their students find most effective. Still, instructors need to consider the context of each class when determining the best method of instruction to use (Karagiorgi&Symeou, 2005). Lecturers, however, should keep in mind that WBTT are more student-centered than other approaches (John & Sutherland, 2009). WBTT design, especially at the tertiary level, involves an adaption of a constructivist platform and the incorporation of pedagogical utilization difficulties in order to obtain maximum learning benefits.

Figure1: Process of WBTT utilization in Education



generationalization of variables

Figure 2 illustrates the various technical skills and pedagogical skills lecturers need to have in order to effectively utilize WBTT. First, it was established that Tech-proficiency and pedagogical skills harnesses each other. Secondly, efficient combination of Tech-proficiency and pedagogical skills gives lecturers the ability to utilize the WBTT efficiently which then leads to an improve learning experience both for students and lecturers

Theoretical Framework

This study is built on the organizational adaptation theory (OAT). These theory was not propounded by any single individual, rather it was theory that sprang up from a series of studies on the interplay between environment and organizational performance. Notably, there were foundational studies that gave light to OAT. The first was the study of Chandler Alfred D. in 1962. Another crucial study that brought OAT to limelight were Cyert and March (1963) study on "Organizational behavioural theories" and Lawrence and Lorsch (1967) that investigate the concept of "Fit" between organizational sub-environment and their administrative structure. In all of these studies and their various arguments, the bottom point was that every organization, in whole or just in part, will transform their structures or procedures to cope with a changing environment, such as a shifting economic landscape, new legislation impacting their field, new technology or advancement in existing ones or the introduction of a new parent organization.

The Organizational Adaptation theory offers a clear explanation on the need for every organization to adjust their modus Operandi to suit trends in the industry (Sarta, Durand &

Vergne, 2021). Educational industry is not an exception as technological advancement has opened up another form of classrooms design and management that allows remote learning and virtual interaction. Hence, it behoves on lecturers across all universities to brace up and improve their tech skills in order to remain relevant and effective in the reaching and learning environment as changes in methodology and students' characteristics demands. In this regard, this study argues that lecturers Tech-Proficiency will determine their utilization of WBTT. Hence, the conceptual framework illustrated above.

Empirical studies on WBTT utilization and Tech-Proficiency

Teachers' perceptions of the usefulness of technology in the classroom were analysed by Ghavifekr and Wan Rosdy (2015). One hundred and one educators from 10 different Kuala Lumpur, Malaysia, public secondary schools were given a survey questionnaire at random. SPSS was used to do both descriptive and inferential analyses on the quantitative data. According to the findings, incorporating ICT into the classroom greatly benefits educators and students alike. One of the primary determinants in the success of technology-based teaching and learning is instructors' well-equipped preparation with ICT tools and facilities, as evidenced by the findings. Teachers' participation in ongoing professional development training was also found to have a significant impact on student achievement.

In their research, Nordin and Allias (2021) looked at ICT usability issues in the classrooms of Malaysia's universities. Instructors' perceptions of their own enjoyment of teaching and their experiences with implementing Web Base Teaching and Learning Approach (WBTLA) in the classroom were surveyed to identify usability issues and obstacles. Although there was consensus across lecturers on the technical and pedagogical usability and the extent to which these challenges might be solved, there was less agreement regarding the contextual usability and the extent to which these challenges could be overcome. So much depends on how much money and effort individual schools are prepared to put into acquiring new equipment and training for their faculty. The professors believe that WBTLA will succeed despite the issues they have uncovered.

Igere (2021) studies the benefits and drawbacks of using technology for education through the lens of three main goals. A total of 370 LIS students were included in the analysis. For this survey, we used all 370 respondents as our sample size, and we were able to collect 230 responses online. There were a total of 24 questions on the survey used for the research. Percentages were used to determine trends in the data. The results showed that students do engage with the e-learning system, but they do so primarily through text and audio on their mobile devices (not laptops). The high cost of data subscriptions, the high cost of devices, the lack of user-friendliness in the technology, and the occurrence of epileptic or power outages were also found to be barriers to effectively utilising the implemented e-learning system. It was therefore suggested that educational institutions subscribe to data and work to make their online education platforms more intuitive for their students.

Onajite (2022) studies the mindset and preparedness of future teachers at Colleges of Education (henceforth COE)in Delta State to use ICT in their study of Business education. The study used a descriptive survey as its method of research. 1,318 NCE business education student-teachers from two of Delta State's four colleges of education made up the study's population. Six hundred and fifty NCE business education student-teachers from two colleges of education in Delta State were randomly selected at a 50% probability using proportionate stratified random sampling for this study. All of the hypotheses were tested using a t-test at a 5% level of significance, and the data was analysed using mean scores and standard deviation. The results show that student-teachers in COEs in Delta State showed high levels of readiness and positive attitudes toward using ICT in the study of business education. But the research showed that the student-teachers in Delta State COEs lacked the necessary skills in various computer packages to make effective use of ICT for business education.

Methodology

This study adopted descriptive survey design of a mixed method. The population of the study was 113 lecturers in the departments that offers English and language studies.This population were found in seven state universities in South South region of Nigeria. Ambrose Alli University, Ekpoma, Delta State University, Abraka, Edo State University, Uzairue,Niger Delta University, Amassoma, Ignatius Ajuru University of Education, Rumuolumeni, Rivers State University, Nkpolu-Oroworukwo, and University of Cross Rivers, Calabar (*see table 1)*.

Table 1: Population of the Study and Sampled Participants

S/No	**State**	**Name of university**	**Faculty**	**Department**	**Staff population**	**Sample size**
1	**Bayelsa State**	Niger Delta University Amasoma	Arts	English and French	14	14
2	**Cross Rivers State**	University of Cross Rivers, Calabar	communication Technology	Language and Linguistic Science	18	18
3	**Delta State**	Delta State University, Abraka	Arts	English and Department of Language and Linguistics	15	15
4	**Edo State**	Ambros Alli University, Ekpoma,	Arts	English and modern language studies	12	12
5	**Edo State**	Edo State University, Uzairue	Arts, management and social sciences	English and literary studies	16	16
6	**Rivers**	Ignatius Ajuru		English and	14	14

	State	University of education	literary studies		
7	**Rivers State**	Rivers State University, Nkpo-Oruworukwo	Humanities English and literary studies	21	21
			Total	**113**	**113**

The entire population of the study was used for the study because the population is small and can be surveyed. The instrument used for the study was researcher generated scale titled Technology proficiency and Utilization of Web base Teaching Tools Questionnaire (TPUWBTTQ). The instrument consisted of twenty three (23) items. The instrument was sectioned into two – section A and B. the section A, contained items that were used to collect the demographic parameters of the respondents while section B consisted of 18 items structured in Yes or No format. These items were used to collect data on the Tech-Proficiency and utilization WBTT among the lecturers.

The instrument was validated by 10 experts and had a content validity index of 0.99. Using the Lawshe table value (0.99), the minimum CVI for six validators, instrument was adjudged valid. According to Zeraati, and Alavi (2014), the Lawshe table gives the minimum CVR/CVI needed to retain the item on the scale and to adopt a scale for study. Test retest approach was used to generate two sets of data used for the instrument reliability test. Cronbach Alpha correlation analysis was conducted and a score of 0.93 coefficients was obtained. This implies that the instrument is highly reliable. According to Kamalu and Tamunobelema (2015), any reliability coefficient from 0.70 and above is high and should be adjudged reliable.

The researcher administered a total of 113 copies of the instrument and retrieved 105 representing a return rate of 92.92% and the 105 returned questionnaire were analysed with percentage to address the research questions.

Results

Table 2: Demographic Parameters of Respondents

Demography	**Category**	**f**	**%**
Gender	Male	45	42.9
	Female	60	57.1
	Total	**105**	**100.0**
	20-29	11	10.5
	30-39	28	26.7

Age	40-49	47	44.8
	50-59	16	15.2
	60 & Above	3	2.9
	Total	**105**	**100.0**
	Single	10	9.5
Marital status	Married	76	72.4
	Widowed	5	4.8
	Others	14	13.3
	Total	**105**	**100.0**
	Assistant lecturer	2	1.9
	Lecturer II	12	11.4
	Lecturer I	26	24.8
Rank	Senior lecturer	33	31.4
	Reader/	8	7.6
	Associate prof	14	13.3
	Professor	10	9.5
	Total	**105**	**100.0**
	Bsc	2	1.9
Academic Qualification	Msc	47	44.8
	Ph.D.	56	53.3
	Total	**105**	**100.0**

Table 2 shows the demographics characterization of the respondents. The result revealed that 42% of the respondents were male while 57.1% were females. 10.5% of them were within the age of 20-29 years; 26.7% were within the age of 30-39; 44.8% were within the age of 40-49; 15.2% were within the age of 50-59 while only 2.9% were 60 years and above. Marital wise, the majority of the respondents were married (72.4%), 13.3% were in other forms of marital

relationship, 9.5% of them were still single while 4.8% have lost their spouse. 1.9% of the lecturers were graduate assistant; 7.6% were assistant lecturers; 11.4% were at the rank of Lecturer II; 31.4% were Lecturers I, 24.8% were Senior lecturers, 13.% were Associate Professors and 9.5% were Professors. In terms of academic qualifications, more than half the population (53.3%) had Ph.D, 44.5% has Masters degree while only 2.9% had BSc.

The Tech-Proficiency of English and Literary Studies Lecturers

Table 3: Analysis ofWBTTTech-Proficiency of English and Literary Studies Lecturers

S/No	How efficient can you perform the following task	very efficient	moderately efficient	not efficient
1	conducting online class zoom, Microsoft team etc.	7(6.7%)	16(15.2%)	82(78.1%)
2	creation of a very good interactive power point slides	25(23.8%)	31(29.5%)	49(46.7%)
3	creation of video lessons using OBS, Canva etc	1(1%)	4(3.8%)	100(95.2%)
4	supervise students through google document	12(11.4%)	27(25.7)	66(62.9%)
5	receive and score students assignment through Microsoft team	18(17.1%)	38(36.2%)	49(46.7%)
6	received and reply students assignment through email	45(42.9%)	57(54.3%)	3(2.6%)
7	teach through WhatsApp	25(23.8%)	37(35.2%)	43(41.0%)
8	creation of online survey	2(1.9%)	17(16.2%)	86(81.9%)
	Aggregate	**17(16.1%)**	**28(27.0%)**	**60(56.9%)**

Table 3 shows the analysis of the lecturers' Tech-Proficiency. The result revealed that only 6.7% were very efficient and 15.2% were efficient in conducting online class zoom, Microsoft team etc while a large proportion (78.1%) were not. 23.8% were very efficient and 29.5% and were moderately efficient in the creation of a very good interactive power pointslides whereas 46.7%

were not efficient in creating interactive power point slides. creation of video lessons using OBS, Canva etc (very efficient (1%), moderately efficient (3.8%), not efficient (95.2%); lecturers' ability to supervise students through google document (very efficient (11.4%), moderately efficient (25.7) and not efficient (62.9%)); receive and score students assignment through Microsoft team (very efficient (17.1%), moderately efficient (36.2%), but not efficient (46.7%); in terms of receiving and replying to students assignment through email (very efficient (42.9%), moderately efficient (54.3%), not efficient (2.6%)); teach through WhatsApp(Very efficient (23.8%), moderately efficient (35.2%), not efficient 43(41.0%)); and creation of online survey (very efficient(1.9%), moderately efficient (16.2%), and not efficient (81.9%).On the aggregate, only 16.1% of the lecturers had high tech-proficiency (very efficient), 27% were moderately proficient and more than half of the lecturers (56.9%) were n0t proficient in using web base teaching tools. This simply connotes that state university English and Linguistics lecturers in South-South region of Nigeria have poor tech-proficiency in utilizing WBTT.

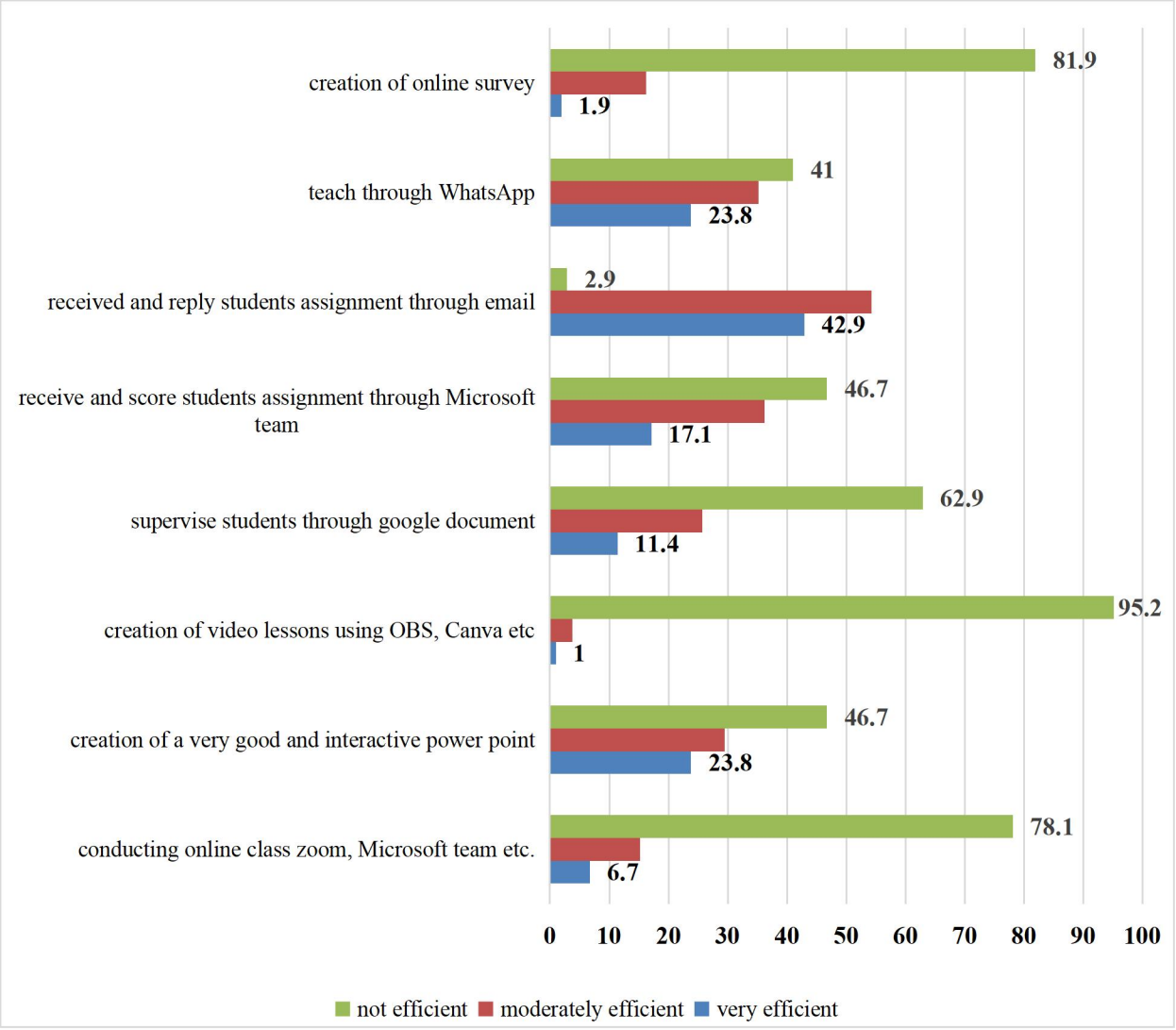


Figure 3: Percentage Analysisof **WBTTTech-Proficiency of English and Literary Studies Lecturers**

The data in figure 3 revealed that the WBTT the lecturers were most proficient in utilization was email communication.While the WBTT the lecturers were least proficient in was use of canva and obs to prepare video course.

Level of Utilization of Web base Teaching Tools

Table 4: Analysis of the Level of Utilization of Web base Teaching Tools among English and Linguistic Lecturers

S/No	WBTT	Yes	%	No	%
9	WhatsApp group	6	5.7	99	94.3
10	zoom meeting	31	29.5	74	70.5
11	Microsoft team	16	15.2	89	84.8
12	google meet	5	4.8	100	95.2
13	Telegram group	2	1.9	103	98.1
14	Facebook live	0	0.0	105	100.0
15	YouTube live	0	0.0	105	100.0
16	DialPad Meeting	0	0.0	105	100.0
17	Freeconference	0	0.0	105	100.0
18	Lifesize Go	0	0.0	105	100.0
	Average	**6**	**5.7**	**99**	**94.3**

The data in table 4 reveal that 5.7%, 29.5%, 15.2% and 1.9% of the lecturers have conducted classes using WhatsApp, zoom, Microsoft team, google meet respectively. On the aggregate, only 5.7% of the lecturers have consistently made utilized the above mentioned WBTT in teaching the students. Thus, there is very poor utilization of WBTT among English and linguistic lecturers of state universities in South-South region of Nigeria.

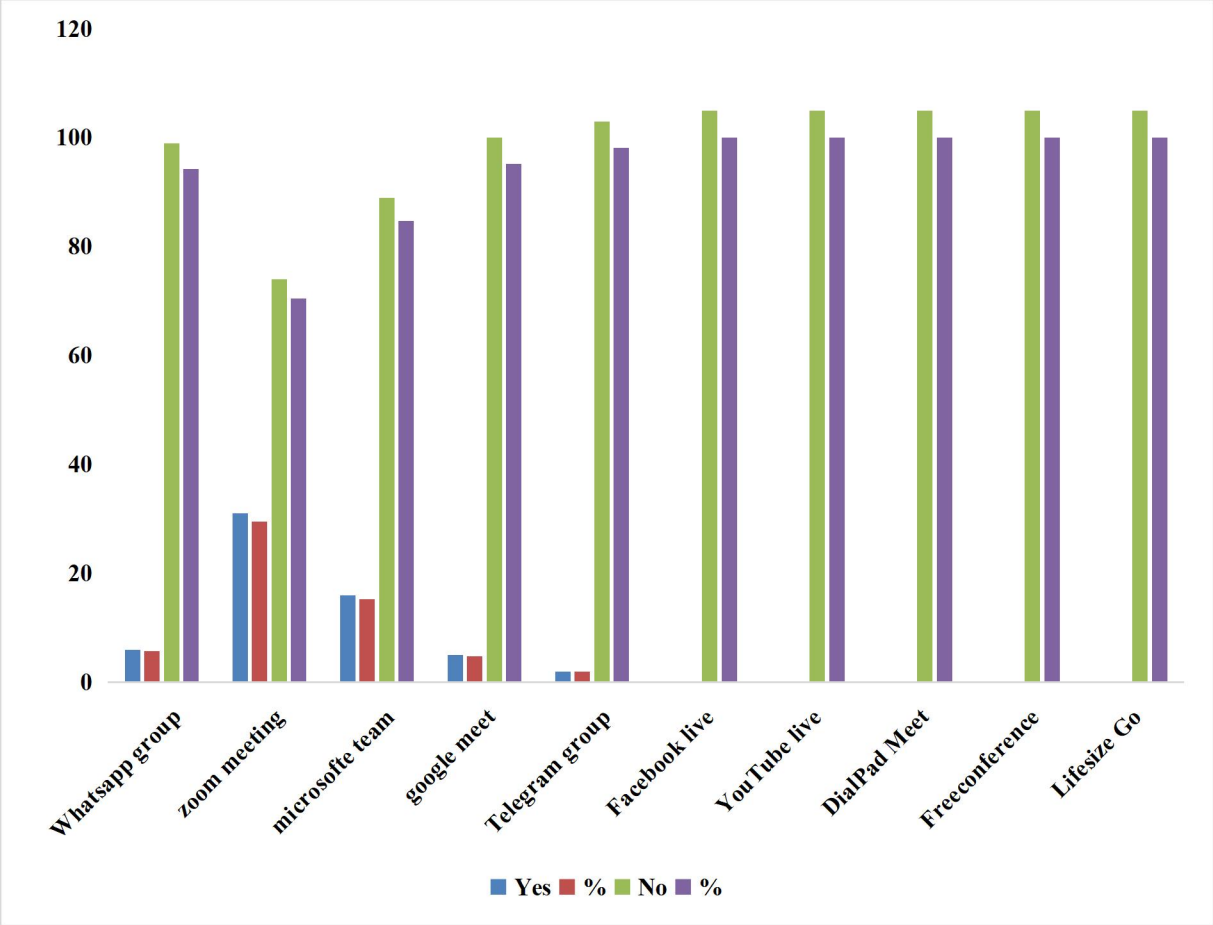


Figure 4: Percentage Analysis of the Level of Utilization of WBTT among the Lecturers

Figure 4 reveals that none of the lecturers have made use of Facebook live, YouTube live, Dialpad meet, Freeconference and Lifesize Go in teaching and learning. Perhaps, this could be due lack of awareness of these free tools.

Discussion

The main focus of this was the determination of the Technological proficiency and utilization of web base teaching tools such as zoom, Microsoft team, Google meet among others. In this, a conceptual framework was developed which explains that a technological proficiency affects pedagogical proficiency and vice versa. However, a possession of both enables lecturers to effectively utilize web base teaching tools. Considering the new trends in education, communication and information dissemination, which was intensified by the emergence of COVID-19, it is expected that English and linguistic lecturers would have improve their technological skills.

Unfortunately, the result from the data analysis reveal that the technological proficiency of the lecturers were poor withthe aggregate of 16.1% of the lecturers having high tech-proficiency (very efficient), 27% were moderately proficient and more than half of the lecturers (56.9%)

were not proficient in using web base teaching tools. Similarly, the level of utilization of web base teaching tools among the lecturers as well. On the aggregate, 5.7% of the lecturers have consistently made utilized the above mentioned WBTT in teaching the students. The poor level of utilization of WBTT could be a result of the poor technological skills of the lecturers. This results is similar to the findings of Igere (2021) poor utilization of E-learning facilities among information and science lecturer's difficulty in applying e-learning system, high cost of data subscription, high cost of devices, technologies not user friendly and epileptic or power failure.Eze et al. (2018) found slightly different result when they analysed the utilization of E-Learning facilities in high educational institutions – a case of Madonna University. According to their result, lecturers are comfortable with the use of E-learning facilities, the facilities are not maximized. This means that the lecturers were not utilizing the facilities adequately. This could probably be as a result of the poor technological proficiency as discovered in this study.

Conclusion and Recommendation

Based on the findings of the study, it is concluded that lecturers in state universitiesin south-south region where English and linguisticsare taught are deficientin using technology to effectively integrate web base teaching tools. Hence, it recommends that government and educational stakeholders should design and implement Web base teaching tools, trainings, workshops and conference for lecturers in order to assist lecturers improve on their technological skills and gain better knowledge and awareness of the various web base teaching tools. Also, lecturers should try and utilize internet learning resources to help them become more technically skilled in web base educational process. Finally, lecturers that do not have good basic computer application skills should contract private tutors for training on basic computing covering MS word, Excel, power point and coral draw. This will help them in efficient design of Web-Based learning materials such as slides, infographics and others.

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