A Proposed In-Service Training Program On ICT For The English Teachers Of Public Junior High Schools In The 3rd Congressional District Of Pangasinan

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Abstract — This study - entitled "A Proposed In-Service Training Program on ICT for the English Teachers of Public Junior High Schools in the 3rd Congressional District of Pangasinan" – employed the descriptive-correlational-developmental method of research. It endeavored to propose an in-service training program on ICT for the English teachers of public junior high schools in the 3rd Congressional District of Pangasinan. The training program was crafted after the researcher determined: the profile of the English teachers in terms of age, educational attainment, length of service, and number of trainings related with ICT attended for the past 3 years as well as the extent of their knowledge in using ICT, if there is a significant relationship between the profile variables of the English teachers and the extent to which they are knowledgeable in using ICT, the extent to which they integrate ICT in teaching English, and the barriers they encounter in using ICT in teaching English. The researcher prays that, through this program, the knowledge in using ICT of the English teachers will be improved and enhanced.

Keywords — In-service training, barriers, teachers, integration, ICT

I. Introduction

The contemporary period has seen dramatic changes in the way people live. If children of the past played in the field and climbed trees, children of today play with their gadgets almost anywhere. If people of the past simply watched television in the evening so as to be informed of what is happening in the country or to entertain themselves, people of today use their computers to know what is happening not just in the country but all over the world or to entertain themselves in so many different ways like playing computer games, watching movie, or listening to their favorite music. If people of the past were isolated from each other by geographical boundaries such that they only had limited information about each other, people of today live as if geographical boundaries do not exist. By a simple and single click in the desktop, laptop, tablet or cellular phone, information about other people and places are readily available. Without doubt, the contemporary period is a period of Information and Communication Technology.

Information and Communications Technology, commonly termed as ICT, comes from the acronym IT and CT and refers to methods of storing, manipulating and communicating

information. It can be seen in almost all facets of life may it be in business or sports, in politics or in fashion. The same holds true in education.

The use of ICT in education has started to appeal to the potential and significant progress in language learning. It has become a major issue in the world of education and has been used from preschool to university so as to facilitate the teaching and learning process. ICT has been publicized as potentially powerful enabling tools for educational change and reform. The computers play significant role in the learning process especially in learning language.

Globally, educational systems are adopting new technologies to integrate ICT in the teaching and learning process, to prepare students with the knowledge and skills they need in their subject matter. In this way the teaching profession is evolving from teacher-centered to student-centered learning environment. ICT integration is understood as the usage of technology seamlessly for educational processes like transacting curricular content and students working on technology to do authentic tasks.

ICT has a very strong effect in education and it provides enormous tools for enhancing teaching and learning.

Teachers are expected to be well-trained and confident in the use of computer-related technology in the classroom and in other professional activities. They need to take education to the next level yet they lack the knowledge, the means, and the right attitude to do so.

There have been many studies that have highlighted the various ways that ICT may support teaching and learning processes in a range of disciplinary fields such as the construction of new opportunities for interaction between students and knowledge and accessing information. ICT enables new ways teaching and learning when used appropriately under right conditions such as suitable resources, training, and support. ICT also offers the potential to meet the learning needs of individual students, to promote equal opportunity, to offer learning material, and also promote interdependence of learning among learners (Beacham & McIntosh, 2013).

Moreover, there is a growing recognition that added focus is needed to measure teacher training and usage holistically within a systems perspective whereby indicators are not viewed in isolation but reflect a complex pattern of how teachers are prepared and how teaching activities with pupils, in and out schools and the classroom, are executed (Partnership on Measuring ICT for Development, 2009).

ICT has the potential to transform teaching and learning processes. However, most countries face challenges in measuring the impact of investments in infrastructure, massive roll-outs of teacher training initiatives, and usage in the classroom. The lack of a comprehensive set of indicators can partly explain current challenges (Beacham & McIntosh, 2013).

In order to make use of technology in the classroom effectively, educators should have a positive attitude toward technology and they should be trained in using the modern technologies in their respective field of education. Chin and Horton (1994) stated that teachers must act as the "change agent" in the relationship between technology and the students as teachers are more likely to implement the recommended and proposed changes concerning ICT in education.

But at the same time, there are many challenges faced by educators as they consider how they could best incorporate ICT tools into their teaching. Gosper et al. (2010) talked about the enormous challenge teachers are facing in our society due to the rapid expansion of knowledge. The modern technologies are demanding that teachers learn how to use these technologies in their teaching.

Hence these new technologies increase the teachers' training needs. Al-Zaidiyeen, Mei, and Fook (2010) asserted that teacher's attitudes toward computers are a key factor in the successful implementation of ICT in education. They pointed out that teachers do not always have positive attitudes towards computers and their poor attitudes may lead to a failure of the computer- based projects.

Meanwhile, the professional development of teachers is a lifelong process that begins with their undergraduate education and continues through post-graduate education. Along the way, teachers are developing professionally in their professional career through in-service teacher education and training, self-education, and with the acquisition of new competences, both in formal and informal way. Teachers' pedagogical work requires that, in addition to the activities which are tied to the class and students, they also work more broadly through cooperation with the parents, with the local community, with the managerial authorities and society as a whole (Gosper et al., 2010).

In-service teacher education and training, as one of the forms of lifelong education plays the significant role in the development of those competences (Beacham & McIntosh, 2013). In-service teacher education and training provides professional teachers the opportunity for refresher, dissemination and deepening of knowledge and pairs them the developments in the profession or serve to obtain a basic license. The basic objective of the in-service teacher education and training is the professional development and professional and personal growth of professional workers, thereby increasing the quality and effectiveness of the entire educational system (Beacham & McIntosh, 2013).

With the preceding discussion, this study aimed to propose an in-service training program on ICT for the English teachers of public junior high schools in the 3rd Congressional District of Pangasinan.

In public schools, in–service training program is frequently organized every year to orient new comers or to orient the old ones. They are scheduled in such a way that after a national or regional program for a definite area or objective has been held, echo or seminars are conducted in

the different divisions and later in the schools. The organizers of the programs vary from year to year and are tailored to the needs of the teachers as well as the school system.

The purposes of in–service training are:

1. To promote continuous improvement of the total professional staff of the school system;
2. To eliminate deficiencies in the background preparation of teachers and other professional workers in education;
3. To keep the professional abreast of new knowledge;
4. To release creative activities; and,
5. To give the much-needed support to the teachers who are entering a responsibility or a new field of work especially the new teachers.

With the foregoing, this study aimed to propose an in-service training program on ICT for the English teachers of public junior high schools in the 3rd Congressional District of Pangasinan.

Literature Review

ICT in Education

In educational context, ICT has the potential to increase access to education and improve its relevance and quality. Tinio (2002) asserted that ICT has a tremendous impact on education in terms of acquisition and absorption of knowledge to both teachers and students.

ICT tools help in the calculation and analysis of information obtained from examination and students' performance report. In contrast to memorization-based or rote learning, ICT promotes learner engagement as learners choose what to learn at their own pace and work on real life situations' problems (Tinio, 2002).

ICT encourages interaction and cooperation among students and teachers regardless of distance. It also provides students the chance to work with people from different cultures and working together in groups, hence help students to enhance their communicative skills as well as their global awareness. Researchers have found that, typically, the use of ICT leads to more cooperation among learners within and beyond school and there exists a more interactive relationship between students and teachers (Gomez, 2012).

The use of ICT for learning is student-centered and provides useful feedback through various interactive features. ICT allow students to discover and learn through new ways of teaching and learning which are sustained by constructivist theories of learning rather than students do memorization and rote learning (Tinio, 2002).

Meanwhile, Passey (2006) discussed the effectiveness of ICT in teaching and learning. The use of ICT, according to the author, leads to the following psychological responses:

1. a high level of stimulation of the senses, particularly auditory and visual perception systems;
2. a high level of involvement, attention and concentration;
3. emotional arousal making the activity fun; and,
4. strong recognition effects, using mental reference models.

According to Livingstone (2012), integration of ICT in teaching requires understanding at a deeper level to facilitate the development of strategies and process to identify opportunities, solve problems and evaluate solution. They believe that these higher-level objectives require not only technical knowledge and skills, but the ability to choose an effective strategy for a problem. Zaranis and Synodi (2016) shared their view that the technology is only a tool to both teacher and student. The effectiveness of the tool depends entirely on the skills they bring to the learning process. They believed that the teachers' task is thus to nurture the students' willingness to learn.

Meanwhile, Joshi (2017) provided the following important points in respecting student learning in analyzing that the contribution new technologies can make to teaching and learning:

1. new technologies stimulate the development of intellectual skills;
2. new technologies contribute to the ways of learning knowledge, skills and attitudes, but still dependent on pre-requisite knowledge and type of learning activity;
3. New technologies spur spontaneous interest more than traditional approaches of learning; and,
4. students using new technologies concentrate more than those in traditional settings.

The existence of ICTs does not transform teacher practices in and of itself. However, ICTs can enable teachers to transform their teacher practices, given a set of enabling conditions. Teachers' pedagogical practices and reasoning influence their uses of ICT, and the nature of teacher.

ICT use impacts student achievement.

Research consensus holds that the most effective uses of ICT are those in which the teacher, aided by ICTs, can challenge pupils' understanding and thinking, either through whole-class discussions and individual/small group work using ICTs. ICTs are seen as important tools to enable and support the move from traditional "teacher-centric" teaching styles to more "learner-centric" methods.

On ICT Training For Teachers

In some developing countries, ICT training for teachers is based on developing computer literacy, which is an important component for integrating ICT in education. However, it is noteworthy that effective training should not stop at computer literacy but should model effective teaching practices (Infodev, 2015).

Nevertheless, there are many other countries that provide little or negligible teacher training related to ICT in education. For example, evidence from Europe shows that 70% and 65% of students in Lithuania and Romania, respectively, are taught by teachers for whom it is compulsory to participate in ICT training, compared to just 13% or fewer of students in Luxembourg, Austria and Italy (Infodev, 2015).

In Asia and the Pacific, it is suggested that countries such as Hong Kong Special Administrative Region of China, Malaysia and Singapore, where ICT is well integrated into curricula and nearly universally available across schools, all teachers are trained to teach using ICT in their classroom. Moreover, other data suggest that all teachers in these three countries are using ICT in their teaching. In contrast data suggest that few teachers are trained in countries where ICT is scarce including Philippines, Myanmar and Kyrgyzstan (Infodev, 2015).

Teacher training related to ICT in education is related to existing infrastructure (Twining & Henry, 2014). In other words, one anticipates a directly proportional relationship between ICT infrastructure and teacher training whereby as there is more and new infrastructure, training should increase.

Very few teachers typically have a comprehensive knowledge of the wide range of ICT tools and resources. Few teachers are confident in using a wide range of ICT resources, and limited confidence affects the way the lesson is conducted. Many teachers still fear using ICTs, and thus are reluctant to use them in their teaching.

Teacher training and professional development is seen as the key driver for the successful usage of ICTs in education. Fortunately, traditional one-time teacher training workshops has not been seen as effective in helping teachers to feel comfortable using ICTs, let alone in integrating it successfully into their teaching. Discrete, “one-off” training events are seen as less effective than on-going professional development activities.

II. Methodology

Research Design

This study employed the descriptive-correlational-developmental method of research.

As a descriptive research, the study described the English teachers of public junior high schools in the 3rd Congressional District of Pangasinan in terms of their age, educational

attainment, length of service, and number of trainings related with ICT attended for the past three year as well as the extent of their knowledge in using ICT, the extent to which they integrate ICT in teaching English, and the barriers they encountered in using ICT in teaching English. As a correlational research, the study looked into the significant relationship between the profile variables of the teachers and the extent to which they are knowledgeable in using ICT. And, as a developmental research, the study came up with a proposed in-service training program on ICT for the English teachers of public junior high schools in the 3rd Congressional District of Pangasinan.

Sources of Data

The data used in this study came from the one hundred eighty-one English teachers of public junior high schools in the 3rd Congressional District of Pangasinan during the School Year 2.017-2018. These English teachers provided data relative to their age, educational attainment, length of service, and number of trainings related with ICT attended for the past three year, the extent of their knowledge in using ICT, the extent to which they integrate ICT in teaching English, and the barriers they encountered in using ICT in teaching English.

Table 1 Distribution of the English Teachers per Municipality in the 3rd Congressional District of Pangasinan

Municipality	Frequency	Percentage
Bayambang	44	24%
Calasiao	32	18%
Malasiqui	55	30%
Mapandan	18	10%
Sta. Barbara	32	18%
Total	181	100%

Instrumentation and Data Collection

To gather the data needed in this study, the researcher used a survey-questionnaire. The survey-questionnaire has four parts: profile of the English teachers, the extent of knowledge in using ICT of the English teachers, the extent to which the English teachers integrate ICT in teaching English, and the barriers encountered by the English teachers in using ICT in teaching English.

In terms of validation of the survey-questionnaire, it was evaluated by the Dean of the School of Graduate and Professional Studies of the University of Pangasinan and it was pilot-tested to twenty students taking up master's degree in the same institution.

Meanwhile, as regards data collection, the researcher personally administered the survey-questionnaire to the English teachers of public junior high schools in the 3rd Congressional District of Pangasinan.

Tools for Data Analysis

To answer sub-problem number 1 on the profile of the English teachers of public junior high schools in the 3rd Congressional District of Pangasinan, the frequency count and percentage were employed.

To answer sub-problem numbers 2, 4, and 5, the weighted mean weighted mean was utilized. The weighted means computed for sub-problem number two were interpreted using this scale:

very limited extent	=	1.00 – 1.49
limited extent	=	1.50 – 2.49
moderate extent	=	2.50 – 3.49
great extent	=	3.50 – 4.49
very great extent	=	4.50 – 5.00

The weighted means computed for sub-problem numbers four and five were interpreted using this scale:

never	=	1.00 – 1.49
almost never	=	1.50 – 2.49
sometime	=	2.50 – 3.49
almost always	=	3.50 – 4.49
always	=	4.50 – 5.00

To answer sub-problem number three, the chi square test of independence was used.

Sub-problem number 6 required no statistical treatment.

III. Results and Discussion

This chapter contains a discussion of the findings resulting from the analysis of the data gathered. The discussion is divided into six sections corresponding to the number of sub-problems raised in this research.

The Profile of the English Teachers

This part of the chapter presents answers to the first sub-problem of the study: "What is the profile of the teachers in terms of age, educational attainment, length of service, and number of trainings related with ICT attended for the past three years?"

To provide answers to the sub-problem, the English teachers were asked as regard their profile.

On Age

Table 2 Distribution of the English Teachers in terms of Age

Age Brackets	Frequency	Percentage
20-30 years old	42	23%
31-40 years old	63	35%
41-50 years old	55	30%
More than 50 years old	21	12%
Total	181	100%

As can be seen, majority of the English teachers, that is, 65%, are 31-50 years old.

On Educational Attainment

Table 3 Distribution of the Teachers in terms of Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's Degree	44	24%
Completed academic requirements in the Master's Degree	61	34%
Master's Degree	43	24%
Completed academic requirements in the Doctorate Degree	20	11%
Doctorate Degree	13	7%
Total	181	100%

It can be noted that majority of the English teachers, that is, 58%, have no post-graduate degree.

On Length of Service

Table 4 Distribution of the English Teachers in terms of Length of Service

Length of Service	Frequency	Percentage
1-5 years	18	10%
6-10 years	38	21%
11-15 years	49	27%
More than 15 years	76	42%
Total	181	100%

It can be noted here that majority of the English teachers, that is, 69%, have more than 10 years of length of service.

On Number of Trainings Related with ICT Attended

Table 5 Distribution of the English Teachers in terms of Number of Trainings Attended Related with ICT

Number of Trainings Attended	Frequency	Percentage
0 training	0	0%
1 to 3 trainings	153	85%
More than 3 trainings	28	15%
Total	181	100%

It can be seen that majority of the English teachers have not attended more than three trainings related with ICT. This implies that a training or seminar on the same will greatly benefit them.

Extent of Knowledge in Using ICT of the English Teachers

This section provides answers to the second sub-problem of the study, which is "To what extent are the English teachers knowledgeable in using ICT as perceived by the teachers themselves?"

Table 6 The Extent of Knowledge in Using ICT of the English Teachers

Assessment Items	Responses					WM	DE
	VL	LE	ME	GE	VG		
1. Using Word Processing (e.g., MS Word, Google Docs, and Notepad)	0	0	70	100	11	3.67	GE
2. Using Spreadsheets (e.g., MS Excel)	0	0	122	47	12	3.39	ME
3. Using Presentation Software (e.g., MS Powerpoint and Prezi)	0	0	122	42	17	3.42	ME
4. Using Publishing Software (e.g., MS Publisher and Pagemaker)	0	0	109	55	17	3.49	ME
5. Using Multimedia Authoring Software (e.g., Moviemaker)	0	0	109	55	17	3.49	ME
6. Using Graphics (e.g., Paint)	0	0	111	53	17	3.48	ME
7. Internet Surfing:							
a. Browsing/Searching	0	0	115	49	17	3.46	ME
b. Downloading files	0	0	118	46	17	3.44	ME
c. Uploading files	0	0	116	48	17	3.45	ME
d. Attaching files	0	0	116	48	17	3.45	ME
e. Sending e-mails	0	0	103	63	17	3.54	GE
f. Saving files in cloud storage	0	0	120	44	17	3.43	ME
OWM						3.48	ME

Legend:
WM = weighted mean
DE = descriptive equivalent
OWM = overall weighted mean

Scale:

VL	=	very limited extent	=	1.00 – 1.49
LE	=	limited extent	=	1.50 – 2.49
ME	=	moderate extent	=	2.50 – 3.49
GE	=	great extent	=	3.50 – 4.49
VG	=	very great extent	=	4.50 – 5.00

As shown by Table 6, the computed overall weighted mean is 3.47 which has a descriptive equivalent of "moderate extent" in the scale of interpretation. This means that, generally, the English teachers have moderate knowledge in using ICT.

Relationship between the Profile Variables of the English Teachers and the Extent of Their Knowledge in Using ICT

This section of the chapter provides answers to the third sub-problem of the study which is "Is there a significant relationship between the profile variables of the English teachers and the extent to which they are knowledgeable in using ICT?"

To provide answers to the sub-problem, the researcher worked on the null hypothesis that there is no significant relationship between the profile variables of the English teachers and the extent to which they are knowledgeable in using ICT. Thereafter, the researcher correlated the profile variables of the English teachers and the extent to which they are knowledgeable in using ICT using the chi-square test of independence in the Microsoft Excel. Here, the researcher

computed for the p value and the chi square value at .05 level of significance. Table 7 provides the results.

As shown by Table 7, the p value computed when the age of the English teachers and the extent to which they are knowledgeable in using ICT are correlated is 0.06. This figure is higher than the .05 level of significance. In the same way, the chi square value computed is 3.64.

Table 7 Relationship between the Profile Variables of the English Teachers and the Extent to which they are knowledgeable in using ICT

Profile Variable	P Value .05 LS	Chi Square Value	Chi Square Critical Value	RM
Age	0.06	3.64	3.84	NS
Length of Service	0.01	7.39	3.84	S
Educational Attainment	0.01	11.12	3.84	S
Number of Trainings Attended	0.00	8.73	3.84	S

Legend:
RM = remarks
S = significant
NS = not significant

This figure is higher than the chi square critical value of 3.84. This implies that there is no significant relationship between the two. With this, the null hypothesis is accepted. Conformably, it can be said that the extent to which the English teachers are knowledgeable in using ICT is not influenced by their age.

Secondly, when the length of service of the English teachers and the extent to which they are knowledgeable in using ICT are correlated, the p value computed is 0.01. This figure is lower than the .05 level of significance. Moreover, the computed chi square value is 7.39. This figure is higher than the computed chi square critical value of 3.84. This means that there is a significant relationship between the two. As such, the null hypothesis is rejected. Thus, it can be said that the extent to which the English teachers are knowledgeable in using ICT is influenced by their length of service.

Thirdly, when the educational attainment of the English teachers and the extent to which they are knowledgeable in using ICT, the p value computed is 0.01. This figure is lower than the .05 level of significance. In the same way, the chi square value computed is 11.12. This figure is higher than the computed chi square critical value of 3.84. This means that there is a significant relationship between the two. As such, the null hypothesis is rejected. Conformably, it can be said that the extent to which the English teachers are knowledgeable in using ICT is influenced by their educational attainment.

Lastly, when the number of trainings related with ICT attended by the English teachers and the extent to which they are knowledgeable in using ICT are correlated, the p value computed is 0.00. This figure is lower than the .05 level of significance. In the same way, the chi square value computed is 8.73. This figure is higher than the computed chi square critical value of 3.84. This means that there is a significant relationship between the two. As such, the null hypothesis is rejected. Conformably, it can be said that the extent to which the English teachers are knowledgeable in using ICT is influenced by the number of trainings related with ICT they attended.

The Extent to which the English Teachers Integrate ICT in Teaching English

This section explicates answers to the fourth sub-problem of the study – "To what extent do the English teachers integrate ICT in teaching English?"

To provide answers to the sub-problem, the English teachers were asked as to the extent to which they are integrating ICT in teaching English. Table 8 presents the results.

Table 8 The Extent to which the English Teachers Integrate ICT in Teaching English

Assessment Items	Responses					WM	DE
	NE	AN	SO	AA	AL		
1. I design classroom activities that integrate a range of ICT tools to support learning.	0	0	123	49	9	3.37	SO
2. I use word processors, presentation software, and other digital resources for classroom learning.	0	0	128	43	10	3.35	SO
3. I empower my students to locate, evaluate, and make use of web resources (internet, search, emails, social networks, etc.).	0	0	127	46	8	3.34	SO
4. I use educational software packages and web resources to enhance student learning.	0	0	118	55	8	3.39	SO
5. I embed ICT policy and research into classroom practice in an on-going basis to improve students learning outcomes.	0	0	121	50	10	3.39	SO
6. I use ICT to help students design projects, plans and activities that engage them in collaborative problem solving and research	0	0	124	49	8	3.36	SO
7. I assist students to incorporate web production, multimedia production, and publishing technologies into their projects	0	0	121	51	9	3.38	SO
OWM						3.37	SO

Legend:
WM = weighted mean
DE = descriptive equivalent
OWM = overall weighted mean

Scale:

NE	=	never	=	1.00 – 1.49
AN	=	almost never	=	1.50 – 2.49
SO	=	sometimes	=	2.50 – 3.49
AA	=	almost always	=	3.50 – 4.49
AL	=	always	=	4.50 – 5.00

The overall computed weighted mean is 3.37 which is leading to "moderate" in the scale. This implies that the English teachers are integrating ICT in teaching English to a moderate degree.

Barriers Encountered by the English Teachers in Using ICT in Teaching English

This section provides answers to the fifth sub-problem of the study, which is "What are the barriers encountered by the teachers in using ICT in teaching English?"

To have answers to the sub-problem, the English teachers were provided with challenges encountered in using ICT in teaching and they were asked to indicate the extent to which the teachers encounter the problems.

Table 9 The Barriers Encountered by the English Teachers In Using ICT in Teaching English

Assessment Items	Responses					WM	DE
	NE	AN	SO	AA	AL		
1. Teacher's belief that traditional approaches are more effective	0	0	43	81	57	4.08	AA
2. Teacher's lack of competence (e.g., inadequate ICT in-service training, lack of ICT skills).	0	0	51	85	45	3.97	AA
3. Limited access to ICT equipment in classrooms	0	0	49	78	54	4.03	AA
4. Insufficient financing for the procurement of ICT materials	0	0	45	84	52	4.04	AA
5. Teacher's negative attitude towards ICT.	0	0	50	80	51	4.01	AA
6. Teacher's lack of time to prepare ICT materials or/and presentations	0	0	47	79	55	4.04	AA

Legend:
WM = weighted mean
DE = descriptive equivalent

Scale:

NE	=	never	=	1.00 – 1.49
AN	=	almost never	=	1.50 – 2.49
SO	=	sometimes	=	2.50 – 3.49
AA	=	almost always	=	3.50 – 4.49
AL	=	always	=	4.50 – 5.00

IV. Conclusion

This study utilized the descriptive-correlational-developmental method of research. The descriptive method of research was used in as much as the study determined: the profile of the English teachers in terms of age, educational attainment, length of service, and number of trainings related with ICT attended for the past 3 years; the extent of their knowledge in using ICT, the extent to which they integrate ICT in teaching English, and the barriers they encounter in using ICT in teaching English. Meanwhile, the correlational design was used for the study determined if there is a significant relationship between the profile variables of the English teachers and the extent to which they are knowledgeable in using ICT. Additionally, the developmental design was utilized for the study came up with a proposed in-service training program on ICT for the English teachers of public junior high school in the 3rd Congressional District of Pangasinan.

Findings

After a thorough analysis of the data gathered, the following findings were arrived at:

1. As regards the profile of the English teachers:
    a. Majority of the English teachers, i.e., sixty-five percent of them, are 31 to 50 years old;
    b. Majority of the English teachers, i.e., fifty-eight percent of them, have no post-graduate degrees;
    c. Majority of the English teachers, i.e., sixty-nine percent of them, have been teaching for more than 10 years already; and,
    d. Majority of the English teachers, i.e., eighty-five percent of them, have not attended more than 3 trainings related with ICT for the past 3 years.
2. The English teachers are knowledgeable to a moderate extent in using ICT as revealed by the computed overall weighted mean of 3.48.
3. There is a no significant relationship between the age of the English teachers and the extent of their knowledge in using ICT as revealed by the computed χ^2 value of 3.64. However, there is a significant relationship between other profile variables of the English teachers and the extent of their knowledge in using ICT as revealed by the computed χ^2 value of 11.12 (T4.56 (educational attainment and the extent of knowledge in using ICT), 7.39 (length of service and the extent of knowledge in using ICT), and 8.73 (number of trainings attended and the extent of knowledge in using ICT).
4. The English teachers are only sometimes integrating ICT in teaching English as revealed by the computed overall weighted mean of 3.37.
5. The English teachers encountered six barriers in using ICT i8n teaching English foremost of which is the barrier "teacher's belief that traditional approaches are more effective" which garnered the highest computed weighted mean of 4.08.

Conclusions

On the basis of the preceding findings, the following conclusions were drawn:

1. A typical English teacher of a public junior school in the 3rd Congressional District of Pangasinan is 31-50 years old, has no post-graduate degree, has been teaching for more than 10 years already, and has attended not more than three trainings related with ICT for the past three years.

2. The extent of knowledge in using ICT of the English teachers may be improved.

3. The extent of knowledge in using ICT of the English teachers is influenced by their educational attainment, length of service, and number of trainings related with ICT attended.

4. The extent to which the English teachers are integrating CT in teaching English may be enhanced.

5. The barriers encountered by the English teachers in using ICT in teaching English may be addressed.

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