

Technological Resources and English Language Teaching in Schools

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Abstract

Information and communication technology has brought great innovations in the teaching and learning process. Literature revealed that technology offers new and effective ways for instructional delivery in many school subjects but with little empirical evidence on English language teaching. A literature gap exists, therefore the need to examine the effectiveness of information and communication technological resources and the teaching and learning of English Language in secondary schools. The study was a descriptive research of survey type. The population for the study consisted of 300 English language secondary school teachers. Data collected were analysed using frequency count and simple percentages. The results showed that teachers' level of awareness of information and communication technology resources was high but the level of utilization was low. Also it was established that the level of pedagogical skills of the teachers was low. It was therefore recommended that Nigerian government should provide adequate resources to schools, Teachers should be trained and retrained in order to update their technological knowledge, skills and competence.

Keywords: Availability, Language learning, ICT resources, Utilization

Introduction

English Language is a borrowed language of great flexibility with huge peculiarities. It is said to be the native speech of barely 15 million people in early 19th century, but today it is the official language of one-fifth of the world. English language is one of the most prominent languages of colonization in Africa, Asia, and the islands of Central and Southern Pacific (Douglas 2013). Presently, English language is the most widely studied language in areas where it is non-native, and it is the chief foreign language of instruction and is taught at all levels across the globe.

The National Policy on Education (2004) states that English language is to be taught as a subject from the primary level to the tertiary level. In Nigeria, English is actually taught at all levels but quite unfortunately with appalling methods that leave the learners dismayed at their performance.

Modern technology has made teaching easy, exciting, instructing and interesting. Through the use of computers and some other teaching aids, students' performance in English language can be enhanced. The unfortunate thing is that most schools cannot boast of a language laboratory let alone an ICT laboratory. Adeosun (2002) asserts that the world could be brought to the classroom through technology. He added that Information and Communication Technology (ICT) appears to be effective teaching aids that can pass for a new method and a point of departure from the traditional teaching method. As a new method of teaching, communication scholars and educational technologists are of the opinion that ICT can proffer solution to teaching-learning problems and help students overcome the social problems posed by the chalk and talk method of instruction. This is because information to be passed to the students need to be communicated in an effective manner through the use of technology. Researchers are of the opinion that Information Communication Technology is believed to have made teaching and learning easy but where are the teachers who are to employ the Information and Communication Technology in teaching and learning process. What technological resources can these language teachers manipulate and utilize successfully for learners proficiency in English? Do English language teachers possess the pedagogical skills for these technological resources? These agitations in the minds of these researchers prompted this investigation.

1.1 Literature Review

Research has established the place of educational resources in the teaching and learning process (Dada 2001; Omosewo 2004; Ogunnaiké 2000). However, there seems the dearth of literature on the place of technological resources on English language learning and teaching. For instance, Ofodu (2007) investigated literacy educators and their ICT awareness level and found out that many literacy educators were not information and communication technology compliant. Many of them have no computers and e-mail addresses. This invention is said to have tremendous impact on education processes. Many countries have embraced and stressed the need to use ICT to reinforce teaching and learning processes.

Adeosun (2008) discovered in his study that the use of pictures, chalk and talk is effective in teaching Social Studies. The probable reason advanced for this might be that pictures are handy while talk and chalk are cheap.

In another vein, Daramola (2011) investigated the availability and utilization of research findings in technology education by lecturers in three states. Findings revealed that computers discs, monographs, textbooks, videos, tapes in technology education are not available and research findings available are to a high extent adequately utilized for teaching and learning by lecturers.

Ofodu & Adeniyi (2014) assert that the most consumers of ICT resources are youths. They spend lots of time exploring 2go, face books, twitters, and English language seems to be the language of communication and enhancement for youths

ICT is best used in teaching English language as it offers special visual demonstrations and illustrations. For instance, students can be taken to language laboratory for speech demonstration and listening drills. Word processing and communication software are said to have been used to develop pupil language and communication skill. In studies that rely largely on self-reporting, most users feel that using ICTs make them more effective learners. To Oyinloye (2010) ICT as a means of communication is a very useful tool in the teaching and learning of language and it can be of immense assistance when the series of method is used in language teaching. For instance exercises can be provided through the use of ICT, composition can be taught through the use of ICT facilities by arranging events sequentially in story or play form which the learners can watch and later ask to write an account of the story or play they have watched.

It is the researchers' assumption in this work that engaging ICT in the teaching of English language will improve students' understanding and achievement of the subject. It is imperative to say that this new method is crucial to English language teaching in secondary schools in view of its status as a core subject and medium of instruction.

English language occupies a very important place in teaching and learning in schools. It is needed in order to gain access to some social utilities within and without the shores of the country. Due to this fact, people's attitude to the language remains positive. For instance, admission to higher institutions is impossible without a credit pass in English language. Modern instructional technologies that can enhance teaching are needed for exciting language teaching. In Nigeria, It is against this backdrop that this study seeks to answer the following questions:

- 1) To examine the level of teacher's awareness of ICT facilities in teaching and learning of English Language in Nigeria.
- 2) To investigate the extent of teacher's ICT facilities in teaching and learning English Language in Secondary Schools in Nigeria.

1.2 Purpose of the study

The purpose of this study is to examine the level of English Language secondary schools teacher's Information and Communication Technology resources utilisation. The paper is also set to evaluate the adequacy of availability and accessibility of the resources in secondary schools.

1.3 Statement of the problem

English language occupies a very important place in success of other school subjects. It is needed in order to gain access to some social utilities within and without the shores of the country. Due to this fact, people's attitude to the language remains positive. For instance, admission to higher institutions is impossible without a credit pass in English Language. Modern instructional technologies that can enhance teaching are needed for exciting language teaching in Nigeria. It is against this backdrop that this study seeks to answer the following research questions:

1.4 Research Questions:

What is the level of teacher's awareness of ICT facilities utilisation by secondary schools English teachers in Nigeria?

What is the level of availability of ICT facilities in secondary schools in Nigeria?

What is the level of ICT facilities utilisation by secondary schools English teachers in Nigeria?

2. Methodology

This study employs the descriptive survey method with the questionnaire for the collection of data because it is effective tool in determining the option and attitudes of a large population. Survey also helps us to interpret, synthesize, and integrate useful data for sound conclusion.

The population for the study consists of all the secondary school students and teachers in Ekiti state. The multi stage sampling technique is used to select the sample for the study. Random sampling technique was used to select six local government areas from the three senatorial districts while table of random numbers was used to select one secondary school per local government area. One hundred and fifty teachers and two hundred students constitute the sample for the study.

A 30- item questionnaire titled Utilization of ICT in Teaching and Learning of English Language Questionnaire (UICTTLELESQ) was adopted in eliciting information from both the teachers and the students. The face and content validity of the questionnaire was achieved by evaluation of test and measurement experts and English Language teachers. The reliability of the instrument was also ascertained using test retest approach of the selected teachers and students outside the sample used for the study. The two scores were correlated using Pearson Product Moment correlation co-efficient.

3.Results and Discussion

3.1 *Research Question 1: What is the level of awareness of ICT facilities utilisation by secondary schools English teachers in Nigeria?*

Table 1: Teachers' awareness of technological resources and utilisation in teaching and learning English Language.

S/N	Items	Aware		Not Aware	
		N	%	N	%
1	Computers	186	62	114	38
2	Projectors	175	58	125	42
3	Projector screen	180	60	120	40
4	Digital still camera	198	66	112	34
5	Digital video camera	205	68	95	32
6	Internet facilities	165	55	135	45
7	e-mail facilities	150	50	150	50
8	CD/DVD/VCD	187	62	113	38
9	VCD/DVD Player	206	69	94	31
10	Educational software	262	87	38	13

The results in table one revealed that Nigerian teachers have the awareness that information and communication facilities can be used to instruct students. This is proved by the responses from the respondents. 62% of the respondents were aware of computer and its peripherals can be used for teaching while 38% were not aware, 58% were aware that projectors can be used for instruction, 42% were not and 60% were aware that projector screen is also useful in instructional delivery while 40% were not aware, 55% were aware that internet facilities are vital to ICT utilisation in teaching and learning but 45% was not aware. Furthermore 50% were aware that e-mail can be used to exchange information with students and colleagues while 50% were not aware. 68% of the respondents were aware that digital still camera and 32% are aware that digital video camera can be applied in teaching of English Language while 32% were not aware. 62% believed that CD/DVD/VCD 38% was not aware and 69% are aware that VCD player can be used to teach while 31% were not aware. 87% are aware that educational software can be used to teach while 13% were not aware. On the whole, a larger percentage of the respondents were aware of information and communication technology facilities utilisation indicating that the level of awareness is high.

3.2 *Research Question 2: What is the level of availability of ICT facilities in public secondary schools in Nigeria?*

Table 2: Availability of technological resources in secondary schools

S/N	Items	Available		Not Available	
		N	%	N	%
1	Computers	106	35	194	65
2	Projectors/ Projector screen	105	35	195	65
3	Public Address System	80	27	220	73
4	Digital still/ Video camera	69	23	231	77
5	Digital Video camera	65	22	235	78
6	Internet facilities	35	12	265	88
7	e-mail facilities	45	15	255	85
8	CD/DVD/VCD	167	56	133	44
9	VCD/DVD Player	200	67	100	33
10	Educational software	88	29	212	71

The results on table 2 shows that information and communication technology resources such as computers 35%, projectors/projector screen 35%, public address system 27%, digital still camera 22%, digital video camera 23%, internet facilities 12%, e-mail facilities 15%, educational software 29% were not adequately available in public secondary schools expect for and CD/DVD/VCD players which are adequately available as seen in the table.

3.3 Research Question 3: What is the level of ICT resource utilisation in public secondary schools English teachers in Nigeria?

Table 3: ICT resources utilisation by English teachers

S/N	Items	Agree		Disagree	
		N	%	N	%
1	ICT facilities utilisation has improved teaching and learning strategy.	118	39	182	61
2	I employ ICT facilities in teaching and learning teaching.	79	26	221	74
3	ICT facilities can enhance students' academic achievement	126	42	174	58
4	I use e-mail facilities to exchange information with students and colleagues	96	32	204	68
5	The use of digital still/ video camera/ P.A. System in teaching assist me to motivate my students' learning	98	33	202	67
6	I use social media to give assignment and it's an effective way to learn	136	45	164	55
7	ICT facilities makes my teaching repertoire fulfilling and interesting	57	19	243	81
8	I use downloads from internet to teach	163	54	137	46
9	I upload materials for my students for self-learning	143	48	157	52
10	Teaching with ICT facilities is rewarding and easy	96	32	204	68

The results in table 3 revealed that Nigerian teacher's level of information and communication facilities utilisation was low. This is proved by the responses from the respondents. 61% of the respondents disagreed that Information and Communication Technology resources utilisation can improve teaching while 39% agreed, 74% disagreed that they employed ICT facilities for instruction, 26% agreed and 74% disagreed. 42% of the respondents agreed that they exchanged information with students and colleagues but 42% agreed. Furthermore 67% disagreed on digital camera and video with P.A. system assist in motivating students to learn while 33% disagreed. 55% of the respondents disagreed and 45% agreed that they used social media to give assignment. 81% of the respondents disagreed that ICT facilities utilisation makes teaching fulfilling while 19% agreed 46% of the respondents disagreed that they downloads in teaching while 54% disagreed that they upload materials for students' self-learning while 48 agreed. While 68% disagreed and 32% agreed that teaching with Information and Communication Technology resources is rewarding. This is an indication that the level of information and information technology facilities utilisation is very low.

The findings have revealed that majority of the respondents were aware that information and communication technology resources could be used for instructional delivery. The findings of the study further showed that though Nigerian Language teachers were aware of the relevance of information and communication resources utilisation, yet teachers did not employ the resources in teaching and learning of English Language in public secondary schools. Also that information and communication technology resources such as computers, projectors/projector screen, public Address System, digital still camera, digital video camera, internet facilities, e-mail facilities were found not to be adequately available except CD/DVD/VCD players. The study corroborated the findings of Ofodu (2007) that many literacy educators did not have mobile phones let alone computers for teaching and learning. Also, many schools do not have these resources too. The non-availability of the facilities could have affected its utilisation. This study confirmed Ayere and Odera (2009) findings that NEPAD scored Nigeria low in utilisation in secondary schools.

Nigeria needs to buckle up in order to meet up with digital literacy explosion going on all over the world. This will enable her to compete against information society. It is therefore recommended that the government of the day should invest on ICT facilities and teachers should be trained and retrained to acquire the skills to enable them man the equipment and use them judiciously to instruct the students.

4. Conclusion

The study established that English language teachers have a robust knowledge or awareness of technological resources without commensurate skills and competence in utilization of the resources. It was also discovered that many of the ICT resources were not available in schools and the few available ones were not easily accessible.

Based on the finding the following are recommended:

- That stated local government should establish teachers resources centre where teacher will be instructed through workshops and conferences by experts.
- That the federal and state government should provide ICT facilities like computers, internet connectivity for schools.
- English Language teachers should be exposed to constant training through conferences, workshops and seminars in order to improve their knowledge and skill in technology.
- The Ministry of Education should ensure that technology competency become prerequisite for promotion for teachers to compel them to avail themselves for ICT training. Constant power supply

should be made available

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