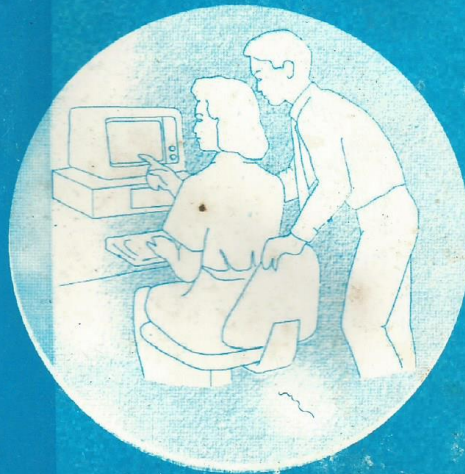


NIGERIA JOURNAL OF COMPUTER LITERACY (NJCL)



VOLUME 7, NO 1. 2006

NIGERIA JOURNAL OF COMPUTER LITERACY

VOLUME 7, NO 1. 2006

**NIGERIA JOURNAL OF COMPUTER
LITERACY
(NJCL)**

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**NIGERIA JOURNAL OF COMPUTER
LITERACY VOLUME 7, NUMBER 1, 2006**

Nigeria Journal of Computer Literacy

First published June, 1996

ISSN: 1118-0056

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Published by the Department of Teacher Education
Faculty of Education, University of Ibadan

Printed by University of Ibadan Printing Press.

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Subscription rates are as follows

Individual	N6,000.00
Institutional	N6,000.00
Price per copy	N600.00

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**ATTITUDE TO THE USE OF ICT IN THE TEACHING OF
ENGLISH LANGUAGE IN SELECTED JUNIOR
SECONDARY SCHOOLS IN IBADAN METROPOLIS**

BY

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Abstract

The paper aimed at examining junior secondary school teachers' knowledge of and attitude to the use of ICT facilities with a view to suggesting the use of ICT in promoting the teaching of English Language and students' performance. The descriptive survey design was adopted and one hundred and one teachers from seventy-five junior secondary school were made to respond to the questionnaire used to elicit information on the availability of the facilities, their knowledge and use of computers and the potentials of ICT facilities in improving the teaching of English Language when available. Results show that a few of the teachers are knowledgeable in the use of some ICT facilities, the teachers had negative attitude to the use of ICT facilities even though some of the school had adequate facilities to promote the use of ICT facilities and

did not use the facility. It was also confirmed that the government has been making efforts to promote the use of ICT facilities in the teaching of the subject. Based on the findings, it was suggested, among others, that government should embark on enlightenment campaigns to improve the use of ICT facilities, make such facilities available and encourage teachers to become knowledgeable in the use of ICT facilities in order to improve their teaching of English Language and students' performance in it.

Introduction

The importance of the English Language in the educational and social development of an individual, particularly in Nigeria where many indigenous languages are being used, has been acknowledged by many scholars. For example, English is the language of education and a compulsory subject that students must pass, sometimes at credit level, before they can make progress in education and the world-of-work in Nigeria. Thus, the English-medium newspapers far outnumber those in indigenous languages while English is also the language of governance in Nigeria. In spite of the adoption of French as second foreign language in Nigeria (NPE, 2004), English language remains the sole official language in the country.

As consistently emphasized in every edition of the National Policy on Education from 1977 when the document was first released to the last known edition in 2004, the English Language serves as the medium of instruction from primary four through tertiary education (FRN, 2004 p. 11). As if this is not enough prestige and glory for the language, private nursery and primary schools, that inundate every nook and cranny of the country, struggle to help their pupils to achieve a mastery of the language because they adopt the straight-for-English option. Consequently, an average Nigeria child is exposed to the English Language earlier than they are actually encouraged to learn any indigenous languages because the policy lacks legal enforcement to make the adoption of an indigenous language work.

The present status of the English Language in Nigeria is not surprising because of the way it has spread across the globe.

Literature available to these writers shows that around 375 million people speak the English Language as their first language; about 375 million others speak it as a second language while around 750 million people are believed to speak it as a foreign language. It was further remarked that over 80 percent of the world's electronically stored information is in the English Language and two-thirds of the world's scientists write in it. Similarly, while some 36 percent of the estimated 200 million internet users communicate in English, it is an official language or has a special status in over 75 countries of the world (English Language and Literature i-uk.com (n.d). These pieces of information point to the all-important influence of the language on a global and national scale.

In spite of this status and the fact that an average Nigerian child is introduced to the English language as a school subject early, the percentage of the candidates that fail the subject at the WASSCE (private/public) and NECO (private/public) examinations every year has become a major source of worry to the generality of the people. Thus, one is tended to ask whether those who teach the students are themselves better than the students they teach or whether the teachers possess the requisite knowledge and competencies required in helping them to produce students who would be able to use the language well in written or oral communication. In addition, one tends to find out whether those teachers who teach the subject use facilities that could help them to teach their students well.

The following table shows a summary of students' performance in English Language over a period of six years between 2000 and 2005.

Year	Total Entry	Total Sat	Total Credit A1 – C6	Total Pass P7 – P8	Total Fail F9	Total Absent
2000	643,378	636,064 (98.9%)	68,792 (0.8%)	159,029 (25.0%)	408,243 (4.2%)	7,314 (1.1%)
2001	1,040,104	1,025,027 (92.1%)	267,251 (2.1%)	316,767 (30.9%)	441,009 (43.0%)	15,074 (1.4%)
2002	925,289	909,888 (98.3%)	223,568 (24.6%)	298,562 (32.8%)	387,758 (42.6%)	15,401 (1.7%)
2003	939,507	929,210 (98.9%)	269,824 (29.1%)	320,185 (34.5%)	314,255 (32.8%)	10,236 (1.1%)

2004	844,540	833,284 (98.7%)	252,210 (30.2%)	257,054 (30.0%)	323,879 (38.9%)	11,336 (1.3%)
2005	1,080,162	1,064,266 (98.6%)	272,922 (25.63%)	371,095 (34.85%)	393,201 (36.93%)	15,575 (1.44%)

This implies that less than thirty percent of the graduates from secondary schools qualified for admission to tertiary institutions in the years covered because of widespread inability to obtain the mandatory credit pass for admission. This poor performance has been attributed to several factors which are both human and non-human and specifically to the lack of computers, videos, dvds and others that could improve the teaching of the subject. This situation has motivated researchers to suggest that efforts have to be made to expose teachers to ICT that can help them to improve their efficiency.

Language experts and many stakeholders in education have advocated the use of ICT to improve teachers' competence and pedagogical skills as a major way by which the teaching of the subject can be improved (Anaeke, 2003). According to Logan (2001), the non-adoption of ICT by educators and learners account for the failure of learners to achieve desired learning outcomes.

It is important to note that the advancement in the field of technology and communication has led to the need to have the facility that will promote improved teaching and learning of school subjects by government and private individuals. This is why the federal as well as most state governments have been making concerted efforts to equip their schools with computers, other ICT facilities and qualified personnel. Unfortunately, the poor performance of students on yearly basis has been attributed, by researchers and other scholars, to several problems among which are over-population in schools, poor and ineffective methods of instruction, low quality of teachers and the absence of modern facilities that could improve the teaching of the subject. Thus, researchers have clamoured for the use of ICT and other techniques that will make it easy for both teachers and learners to learn the subject in concrete situations.

Evidence abounds to support the importance of having and using ICT in the teaching of secondary school subjects because of their role in improving students' learning. This is because the term

'technology' which connotes many things has changed the world for the better and, according to Svensson (2000), computers have improved the interaction of third grade pupils working in groups to solve problems. Technology is a powerful force that drives the world towards a converging commonality and requires skills and procedures for executing the specific activities for attaining set objectives in an efficient and timely manner. It thus becomes imperative for teachers to adopt appropriate technology to improve instructional delivery in the school system.

According to Trentin (1996), there has been a standing argument that the use of computers for instructional purposes increases motivation in children. Similarly, Howland, Laffey, Espinosa (1997) reported that children using computers (the programme KidSam) were highly motivated to complete their assignments and demonstrated high levels of curiosity, achievement orientation and personal ownership of the project. In another study, Barak, Waks and Doppelt (2000) argued that the use of technology in Israeli classrooms in high school increases pupils' self-efficacy and motivation to study and succeed. In a study in Japan, Miyashita (1994) had determined the effect of computer use on motivation in a study of Japanese first and second graders.

Thus, it is important that teachers in Nigeria have to be re-trained so that they master how to use ICT facilities in teaching English because most of them never had exposure to the use of such when they were being prepared to teach. The teachers' background had a negative effect on their knowledge, dexterity, attitude and motivation to the use of ICT because most of them do not want to be 'ridiculed' by their students, some of who are experts in the area of ICT. Since what is in vogue however, is the need to have facility in the use of ICT by teachers in order for them to be able to lead students to use such particularly now that the government has made provision for the use of ICT facilities in schools, it becomes imperative therefore, to examine the extent to which teachers are knowledgeable in the use of ICT facilities and their attitude to the use of such facilities in the teaching of English Language in selected secondary schools in Ibadan metropolis.

Statement of the problem

The need to improve the teaching of English language at the secondary school level with a view to helping students to improve their performance in the all-important subject has led to the provision of computers and other ICT facilities in such schools in the country for teachers and students use. This study therefore sought to examine teachers' knowledge of and attitude to the use of ICT facilities in the teaching of English Language in selected junior secondary schools in Ibadan metropolis. The study covered seventy-five junior secondary schools selected from the five local government areas in Ibadan metropolis which comprises Ibadan North, Ibadan North-East, Ibadan North-West, Ibadan South-East; and Ibadan South-West.

Research Questions

Six research questions were raised in the study and they are:

1. What is the teachers' knowledge of the use of ICT?
2. What is the teachers' level of skills in the use of ICT?
3. What is their attitude to the application of ICT in teaching English language?
4. What is the state of ICT provision for students use in schools?
5. What provision has the government made for the use of ICT in teaching the subject at the secondary school level?
6. Are the teachers personally equipped to use ICT facilities in teaching English Language?

Research Design

The descriptive survey design was adopted in the study because the variables of interest to the researches have already occurred. Thus, the design was adequate in helping the researchers to gather the necessary data.

Population and Sample

All the teachers of English Language in the junior secondary schools in the five local government areas constituted the population of the study. 101 of them were selected through stratified random sampling procedure and used in the study.

Method of Data Collection

A self-constructed questionnaire titled 'Language Teachers ICT Readiness Questionnaire' was used. The questionnaire had .68 reliability coefficient index before it was used in the study. Copies were produced and taken to the selected teachers in their schools where they were completed and collected for analysis. It is important to note that the schools selected were those with evidence that computers and other ICT facilities were in place.

Data Analysis

Frequency counts and percentage scores were the major tools used to analyse the data generated in the study.

Findings

Table 1: English language teachers' knowledge of ICT

Stimulus	Total		No		Total	
	No	%	No	%	No	%
Are you computer literate?	37	36.6	63	63.4	101	100
Have you ever sent or received a message through the internet?	10	9.9	91	90.7	101	100
Can you operate a computer in the teaching of your subject?	7	6.9	94	93.1	101	100
Average Total	18	17.8	83	82.2	101	100

The information in Table 1 shows that only 18 (17.8%) of the respondents are knowledgeable in the use of some ICT facilities and

83(82.2%) are not. It is obvious that most of the teachers could not use the facility to teach English language, hence, their students would not benefit from the advantages of being taught with this modern technology.

Table 2: English language teachers' performance in ICT practical demonstration test.

School type		Failed	Passed	Total
Private junior school	Count within school type	26 (96.3%)	1 (3.7%)	27 (100%)
Public junior school	Count within school type	71 (95.9%)	3 (4.1%)	74 (100%)
Average total		97 (96.4%)	4 (3.96%)	101 (100%)

The data in Table 2 shows that a total of (96.4%) of the teachers of English language who participated in the skills demonstration test failed to score up to 7 out of fifteen marks in the achievement test. It was clear that most of those who claimed to be knowledgeable in handling ICT and computers had just superficial knowledge of it. Some of them could not boot the computer given to them and could not use it to do anything. It is therefore impossible for such teachers to use the equipment to teach students. Thus, it can be concluded that the teachers do not have adequate skills in the use of ICT.

Table 3: English language teachers attitude to the application of ICT in teaching the subject

Stimulus	SD	D	A	SA	Total
The use of ICT makes a man understand human activities better	6 (5.9%)	8 (7.9%)	7 (6.9%)	80 (79.2%)	101 (100%)
Education is not complete without ICT	8 (7.9%)	14 (13.9%)	10 (9.9%)	69 (68.3%)	101 (100%)
For a country to move forward, it has to adapt the use of ICT in its education	7 (6.9%)	19 (18.8%)	8 (7.9%)	67 (66.3%)	101 (100%)
I am always excited whenever I have the opportunity to interact with a computer system	11 (10.9%)	12 (11.9%)	15 (14.9%)	63 (62.4%)	101 (100%)
A good knowledge of ICT makes me a good teacher of English language	29 (28.7%)	12 (11.9%)	17 (16.8%)	43 (42.6%)	101 (100%)
ICT is very important to me	22 (21.8%)	18 (17.8%)	20 (19.8%)	41 (40.6%)	101 (100%)
ICT should be make compulsory in teacher education programmes	17 (16.8%)	21 (20.8%)	8 (7.9%)	55 (54.5%)	101 (100%)
I am never easily discouraged when I am unable to understand some things about ICT	54 (53.5%)	14 (13.9%)	20 (19.8%)	13 (12.9%)	101 (100%)
If I am given the opportunity to choose among alternatives, I would opt for ICT in performing my teaching duties	17 (16.8%)	16 (15.8%)	36 (35.8%)	32 (31.8%)	101 (100%)
I like buying books that are related to ICT	23 (22.8%)	23 (22.8%)	16 (15.8%)	39 (38.6%)	101 (100%)
ICT education is not necessary	34 (33.7%)	22 (21.8%)	26 (25.7%)	19 (18/8%)	101 (100%)
Nigerian students need more of radio, tv and video recording to master English language contents than other ICT	4 (4.0%)	9 (8.9%)	11 (10.9%)	77 (76.2%)	101 (100%)
The advantages of the Internet outweigh its disadvantages	41 (40.6%)	8 (7.9%)	30 (29.7%)	22 (21.9%)	101 (100%)

AVERAGE TOTAL 20.79% 14.92% 17.06% 47.23% 100

The cumulative 844(64.20%) indicated respondents' positive attitude to ICT in the teaching of English while 469(35.71%) indicated respondents' negative attitude towards using ICT in the teaching of English at the secondary school level. This shows that whatever deficiency level that is manifested by the teachers towards using ICT in the teaching of English can be attributable to extrinsic

factors such as non availability of the facility, motivation to use and a conducive environment and not attitude. This is because their attitude to its use is positive. If access to the technology or training on how to apply it in the teaching of English is improved, teachers could be rightly expected to make the best of the facility to improve their teaching of the very important subject.

Table 4: Information on whether schools make provision for ICT facilities

Stimulus	Yes	No	Cumulative
Does your school have a computer system for instructional purposes?	28 (27.7%)	73 (72.8%)	101(100%)
Does your school offer computer studies to students?	32 (31.7%)	69 (68.3%)	101(100%)
Does your school have a website?	7 (6.9%)	94 (93.1%)	101(100%)
Total	67 (6.3%)	236 (234.2%)	101(100%)

Table 4 shows that only 67(6.3%) of the respondents agreed that their schools have adequate ICT facilities for teaching while 236(234.2%) indicated otherwise, it is clear that most of the schools that claim to have such facilities do not. This explains why most of the teachers in the schools are not computer literate and could not use it.

Even though there is a positive response to the question whether the government encourages the use of ICT facilities in schools and there is evidence to support that some of the schools have some computers, evidence shows that as many as 73(72.8%) of English language teachers in junior secondary schools in Ibadan, the third largest city in Africa, in the 21st century, do not have and use computer systems for instructional purposes and could not use such facility in promoting effective instructional delivery in the schools. This shows clearly that the government has not shown sufficient

commitment to the use of ICT in promoting instructional delivery in its schools.

Table 5 shows whether teachers are personally equipped to use ICT facilities

Stimulus	Yes	No	Cumulative
Do you have a personal computer?	27(26.7%)	88(87.3%)	101(100%)
Do you have a personal e-mail address?	13(12.9%)	74(73.1%)	101(100%)
Average total	40(39.6%)	162(160.4%)	101(100%)

Table 5 shows that only 40(39.6%) of the teachers indicated that they had personal computers and e-mail addresses thus having access to the facility while 162(160.4%) indicated that they had none of the two facilities that the researchers wanted to find out. If this is added to the other pieces of information in the study, it is clear that so much has to be done and put in place in the study area before teachers and students can begin to benefit maximally from the overwhelming advantages the use of ICT facilities can provide in the teaching and learning of English Language in schools.

Table 6: Response to the provision of ICT facilities in schools

Stimulus	Yes	No	Cumulative
Does your school have a computer system for instructional purposes?	28(27.7%)	73(72.8%)	101 (100%)
Does your school offer computer studies to students?	32(31.7%)	69(68.3%)	101(1000%)
Does your school have a website for use by both staff and students?	7(6.9%)	94(93.1%)	101(100%)
Total	67(6.3%)	236(234.2%)	101(100%)

Since only 67(6.3%) respondents agrees that their schools have ICT recourses for instructional purposes and 236(234.2%)

indicated that their schools do not have such facility, it can be concluded that most of the schools do not have this very important technological device that can improve the teaching and learning of the subject. This is unlike what the situation is in advanced countries such as the United Kingdom, the United States of America, Australia, Canada and some other African countries such as Botswana, South Africa, Egypt, Ethiopia and many more where ICT facilities are being used in instructional delivery processes.

What the table also shows is the contribution of private schools to the promotion of the teaching of the subject. Thus, the only two schools out of the seventy-two sampled by these researchers that have ICT and websites for their school are privately owned.

Table 7 shows whether teachers of English Language have access to personal ICT facility

Stimulus	Yes	No	Cumulative
Do you have a personal computer for use to aid your teaching?	27(26.7%)	78(77.2%)	101(100%)
Do you have a personal e-mail address which you use regularly on a personal basis?	13(12.9%)	74(73.1%)	101(100%)

Table 7 shows that 40(19.8%) of teachers indicated that they had personal computers that they use regularly and that can assist their teaching and that they had personal e-mail addresses which they also use regularly on a personal basis while 162(80.2%) indicated that they had no such facility. This shows that such teachers do not have adequate access to the facilities and would not be able to use them in promoting instructional delivery.

It can be concluded here that the findings of this research have shown that English Language teachers in Ibadan metropolis, irrespective of their experience on the job, generally do not have access to ICT facility in most schools and on personal basis, have low knowledge of ICT, do not demonstrate adequate skills in using ICT and are therefore cannot use it in the teaching of English Language. In fact, most of them performed badly in the test that was

administered to determine their proficiency level in the use of ICT facility that was provided. Though their attitude to the use of ICT to promote improved teaching of the subject was also found to be positive, yet they do not have the facility for use. Their lack of adequate skills can be explained to be due to the fact that they do not have the facilities, have not been trained to use them and are generally not encouraged to use the facilities in their schools.

The implications of the above findings on the teaching of English Language at the junior secondary school level in the metropolis and students performance are obvious. It is not surprising to find out that, in spite of the wide condemnation of students' poor performance in the subject and the clamour for the use of improved strategies and facilities to promote its efficient teaching, most secondary schools do not have ICT facilities, their teachers do not have such facilities, have low knowledge of the facilities, have inadequate skills in using the facilities and are not being encouraged to acquire and use them in the teaching of the subject.

It is therefore recommended that urgent steps have to be taken to integrate the use of ICT into the classroom system in Ibadan metropolis through adequate provision of such facility in the schools by both the government and other stakeholders in education. English Language teachers have to be encouraged to embark on training that will equip them to use the facilities when they are provided in schools. Teachers who have been trained must be encouraged to use such facilities in their teaching on regular basis to improve their instructional delivery system. The government should urgently embark on enlightenment campaigns that will draw teachers' attention to the use of ICT as an intervention strategy in order to improve the teaching and learning of English Language.

Conclusion

The study sought to find out the state of ICT facilities in the teaching of English Language in secondary schools in Ibadan metropolis. A survey was carried out to establish the number of schools that had ICT facility, determine the number of teachers who are knowledgeable about the use of ICT facility, have proficient and their level of proficiency and finally to find out how many teachers

actually exploit the facilities in teaching the subject. The findings of the study showed that most schools do not have ICT facilities, most teachers have low knowledge of the facilities, demonstrate lack of adequate skills in its use and actually never use it in teaching English Language.

Based on the above findings, it was recommended that urgent efforts have to be made to train the teachers, provide ICT facilities in schools and encourage teachers, through enlightenment, to be using the facility in the teaching and learning of English Language. This, it is hoped, would improve instructional delivery and students' performance in the subject.

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