Grammar Applied Linguistics and Society

A FESTSCHRIFT FOR WALE OSISANWO

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CONTENTS

SECTION A: Wale Osisanwo's Scholarship and English in Nigeria

SECTION B: Theoretical Issues

SECTION C: Languages and Grammatical Categories

SECTION D: Phonology and Society

Akin Odebunmi, Ayo Osisanwo, Helen Bodunde & Stella Ekpe (Eds)

Akin Odebunmi, Ayo Osisanwo, Helen Bodunde & Stella Ekpe (Eds)

xxix

30

INTEGRATING ICT INTO ENGLISH LANGUAGE LEARNING: THE PERCEPTION OF ESL STUDENTS IN IBADAN METROPOLIS

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30.1 Introduction

English language has been described as the most widely spread and spoken language the world over (Crystal, 1997). It has also been noted that one out of five of the world's population speaks English with some degree of competence and also that 90% of all information in the world's electronic retrieval systems is stored in English language (Hasman, 2004). Crystal (1997) states that 95% of international organisations in the world use English language as their official means of transaction. Citing the Mexican Journal of Medicine as an example, Osisanwo (2005) asserts that most scientific publications around the world that stated publishing in some other languages have switched over to English language. In these days of globalisation, more and more people are seeking access to English language to be able to connect to the activities of the wider world. These underscore the extensive use of English language in various parts of the world with its attendant impact on the life of the people.

Locally, among the various languages spoken in Nigeria, English language stands out on its own being the most widely used in metropolitan and cosmopolitan cities (Babajide, 2001). As in many countries with colonial experience linked with Britain, English was introduced into Nigeria by the colonial master more than three centuries now (Babajide, 2001). English has defied cultural, ethnic and sociolinguistic boundaries to emerge a powerful force in the communication process and social cohesion in the life of Nigerians. It is the official language of transaction of government business. It is used in the military and paramilitary sector, in the judiciary, in the legislature and in the media. It is the language of unity and widely accepted by different linguistic groups in the country. In education, it is a compulsory subject of study at all levels and also the language of instruction from the fourth year of the primary school to the tertiary level, (Bamgbose, 1971; Olatunji, 2000; Osisanwo, 2005).

English language is a language of prestige in Nigeria (Oyetade, 2001; Iwara, 2008) and of upward mobility because of the advantages associated with the ability in its use. Thus, it is the yardstick for measuring the quality of one's

473

education in Nigeria. It has become the passport for economic, political and social success and now constitutes a status symbol and a gateway to the cream of the social world. Good performance in English is associated with academic success (Oyetade, 2001) To meet admission requirements into any tertiary institution in Nigeria, an O'level credit pass in English language is a prerequisite irrespective of the intended course of study. Failure in English language, therefore, means failure to secure social, economic and political securities. It also means failure to gain employment in government service, firms and organisations.

In view of the strategic position of English language in Nigeria, it is expected that proficiency would be high in the language especially among students at various levels of education. This is, however, not the case as less than 20% of Nigerians can claim to have adequate access to the language (Iwara, 2008). Official records show that students' performance in this subject in school and out of school is low. This is evident from the mass failure in the English language paper of the West African Examination Councils (WAEC), Senior Secondary Certificate Examination (SSCE) that has been recorded over the years (WAEC Chief Examiner's Report for over a decade now (2005 - 2015).

Quite unfortunately, efforts made to improve students' performance seem not to have yielded any result. The 2006 WAEC Chief Examiner's report revealed that the weaknesses of students' listed in the papers of the previous years were still recurring, listing illiterate expressions that rarely communicated sense as a major weakness. The 2007 WAEC Chief Examiners' report also revealed that poor knowledge and usage of English language was exhibited by most of the candidates. It also noted that despite the listing of candidates' weaknesses every year, there is no evidence that those concerned are taking steps to overcome them. Many factors may have accounted for poor performance of students in English language. Some of the factors pointed at by research are teacher factors, student factor and environmental factors (Ajibade, 2000; Ehusani, 2002). Despite recommendations arising from such research findings, performance of students in examinations has not significantly improved. Kolawole and Olatunji (2006) attribute poor performance to lack of computers, videos, DVDs, and others that could improve the teaching of the subject. Similarly, Logan (2001) stressed that non-adoption of ICT by educators and learners account for the failure of learners to achieve desired learning outcomes. While Abimbade and Ogar (2005) identified appropriate methodology as a vital factor in enhancing students' performance in English language, Williams (1990) note that teaching materials besides textbooks needed to be used in English language classrooms.

Globally, focus seems to have shifted from textbook to technology in the classroom. In this era of technology, there are different types of Information Communication Technology (ICT) facilities and gadgets that can be used in the classroom. Technological innovations in education have brought many kinds of audio-based ICT gadgets and equipment into the classroom to enhance teaching and learning.

In Nigeria, there are articles in books, journals, magazines that have stressed the importance of ICT for learning and called for its integration into the educational

system (Aleburu, 2005; Balogun, 2005; Odusanya, 2005). They attributed many advantages to the use of ICT in learning apart from motivating students to show more interest in their studies. Nigeria, as a developing nation needs to equip her future generation for the twenty-first century challenges which the traditional pedagogical pattern does not provide. This calls for the need to integrate ICT into her educational system. Consequently, the federal government as well as many state governments is making efforts to equip their respective schools with computers, some ICT facilities and personnel.

The importance of ICT in education has been stressed by researchers. Ayo (2001) stresses that the essence of ICT is in it's power to help individuals and societies achieve greater access to knowledge and ideas for the benefit of humanity. Students use of ICT in education is expected to improve educational outcomes, increase skills in the use of technology (Corbett and Williams, 2002) and play a significant role in promoting literacy among students (Cummins, Brown and Seyers, 2010). Yves, Dieters and Marcelino (2006) note that there is a widespread belief that technology has an important role to play in changing and modernizing educational systems and ways of learning, stressing that it will affect the complete learning process. Thus, Gillian (2001) identifies the following changes, among others, in student behaviour attributed to ICT:

- The development of various intellectual skills such as reasoning and problem solving-learning how to learn and creativity.
- Specificity of what is learned using the new technologies is broadened and deepened.
- Students demonstrate a greater spontaneous interest in a learning activity.
- The time and attention devoted to learning activities increase when students use ICT, the ease of access to information develops the research spirit.
- Broader co-operation among individuals within and beyond school is enabled through technologies.
- The availability of stimulation, virtual manipulation, graphic representation and rapid merging of data contributes to linkage in knowledge and leads to more integrated and better assimilated learning.
- Relationships between teachers and students are more interactive and guiding, rather than transferring information from teacher to student.
- Capacity to cope with rapidly changing, complex, and uncertain environment is enhanced.
- New Skills and abilities are fostered through technology literacy.

However, the success of any device will depend on how its intended users perceive it.

Perception is a significant factor in determining acceptance and use of a device or tool. For any educational tool to be effectively used, it needs to be positively perceived by its intended users. Longman Dictionary of Contemporary English (3rd edition) defines perception as the way one regards something and one's beliefs about what it is like. Perception has also been described as involving

mental interpretation influenced by mental state, past experience, knowledge, motivations and other factors (Slavin, 2000). It also means to react in all possible ways by sight, touch or smell, (Kundu and Tutoo, 1988). In that sense, it involves the cognition of a number of facts associated with the object being perceived based on experience with the said object to be able to take a justifiable position about such object.

Perception can be positive or negative. Learners can positively or negatively perceive their learning environment, for instance, ICT equipment, based on their interpretation and assessment of the devices. Perception can also be based on knowledge and experience or lack of both that one any have about the environment (Rama Rao, 2008).

Location of school is relevant in educational issues (Okebukola, 2002). Location of school could be conceptualized as the pervading environmental condition surrounding a school. Such environmental condition could be urban, rural or peri-urban. Wall (1975) in Jaiyeoba (2008) notes that a school's location plays a vital role in determining the kind of educational opportunities offered.

Urban areas are characterized by modern life-style including the availability and use of modern technologies and infrastructure. This may not be said of the rural and peri-urban areas where traditional life-style tends to dominate. The peri-urban areas might have a certain degree of technological presence unlike the rural areas where in most cases there is complete absence of modern technology. The characteristics of an area would influence the school located in it. Consequently, school location could negatively or positively affect students' dispositions towards technology and ICT facilities based on the prevailing conditions. Students in these areas are likely to perceive ICT resources differently.

School ownership type is also an important determinant of how senior secondary school students would perceive the integration of ICT into their English language learning (Ali, 2004). School ownership type could be public, that is, government (state of federal) owned. It could also be privately owned either by individuals, organisations or agencies. Schools run by different owners are usually established on different ideals and values. That could probably account for different classroom conditions and structures (Scaffner, in Olatunji, 2011) in different schools. According to Scaffner, private schools have more involving, better organized and less rule oriented classrooms. Similarly, attitude to ICT resources in education would differ from ownership to ownership. This condition is capable of causing variation in ICT perception of students in these differently owned secondary schools.

30.2 Statement of the Problem

ESL students poor performance in English language has been attributed to among others lack of modern technological language facilities like computers, videos, DVDs, films and other ICT gadgets (Kolawole and Olatunji, 2006; Folajinmi, Ejiofor and Folajinmi, 2008). One of the recommendations aimed at improving English language performance is the integration of modern language learning and ICT facilities in schools based on the premise that ICT can improve students

476

learning. (Gillian, 2001). There are different research activities on ICT and learning carried out abroad. In Nigeria, researches conducted on ICT and learning have mostly focused on teachers use or knowledge of ICT application in teaching with less attention given to student centred studies. Since ICT facilities are provided for the purpose of improving students' learning, there is need for student centred studies with respect to ICT and language learning. This is necessary because no educational tool can make the desired impact unless the users are positively disposed to it.Therefore, this study sought to examine ESL students perception of integrating ICT into the teaching of English language. It also examines the influence of school location and school ownership on student's perception of integrating ICT into English language learning.

To guide the study the following research questions were raised.

Q1 How do ESL students perceive the integration of ICT into English language - learning?

Q2 Is there any variation in urban and peri urban ESL students perception of ICT integration into
English language learning?

Q3 Is there any variation in public and private ESL students' perception of ICT - integration
into English language learning?

This study examines the perception of ICT integration into English language learning by SS11 students in selected public and private secondary schools in metropolis. Five ICT facilities were selected for the study namely, computer , video equipment, audio tape recorder, film projector and Internet. This study will provide into future of ICT in the secondary school. It will also reveal the prevailing disposition of students in different environments towards ICT use in English language learning.Institution and education managers could obtain information on how ICT could drive English language learning programmes to know what may work or what may not work in certain languages areas.English language teachers will be better informed of what ICT facility may motivate students better in what area.Academics, researchers and students will find this study a significant literature in contribution to the existing ones in this era. Policy makers and curriculum planners will find empirical information on students ICT perception to help them in designing effective English language curriculum for secondary school English language.

30.3 Methodology
This study adopted the descriptive survey design. The subjects for the study comprised all SS11 students in all the public and private senior secondary schools in two selected local government areas in Oyo State. Oyo State was stratified into urban and sub-urban areas. Random sampling method was employed to select one local government area from each area. From the selected local government areas, the sample private and public schools were purposively selected. Twenty students were randomly selected from each school for the study. The distribution of the

sample schools and senior secondary school students selected and studied is presented on the table below.

Local Government Area	Public School Population (Sample)	Sample size	Private School Population (Sample)	Sample size
Ibadan North	32 (10)	200	12(5)	100
Akinyele	15 (6)	120	6 (3)	60
Total	47 (16)	320	18 (8)	160

Table 1: **Table 1:Distribution of Population and Sample Schools and students studied**

The sample of fifteen senior secondary schools was drawn in Ibadan North from the school population of thirty-two public and twelve private schools respectively, while the sample of nine schools were drawn in Akinyele from the population of fifteen public and six private schools. In all, four hundred and eighty (480) subjects were selected for the study

30.3.1 Instrument

The instrument used for data collection was the questionnaire. A four point Likert type questionnaire was designed by the researchers and used for the study. The questionnaire is made up of two parts: A and B. Part A sought for demographic information on students, like Name of School, Type of School and Local Government Area. Part B sought information on perception variables in the research questions.

Twenty five questions were structured by the researchers to elicit answers to the research questions. The responses were classified into Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagree (1 point). The points were reversed for negative items. The respondents were required to choose options that best indicate the extent of their agreement or disagreement with each item. The instrument was revalidated by subjecting it to expert opinion and was also trial tested. Using Kudar Richardson (K-20) a reliability co-efficient of 0.69 was obtained.

30.3.2 Procedure

Necessary contacts were made with the authorities of the participating schools. Research assistants were recruited and appropriated instructed. The participating students were also appropriately instructed and encouraged to cooperate with the research assistants .The essence of the study was also explained to them and their cooperation was sought to achieve success. The questionnaire was then introduced to them . They were guided to fill and return the questionnaire. With

the supervision of the researcher and their teachers, the selected students were given some time to fill the questionnaire and return to the researcher. The administration and collection of instrument in the selected schools lasted for four weeks.

30.4 Data Analysis

Data collected were subjected to both descriptive and inferential statistics. Research question 1 was answered using descriptive statistics of frequency count and percentages. Research questions 2 and 3 were analyzed using the inferential statistics of t-test of difference to determine variation in perception

30.4.1 Results

Question 1
How do ESL students perceive the integration of ICT into English language learning?

Table 2: **Summary of ESL Students Perception of ICT Integration into English Language Learning**

S/N	STATEMENT	SA (%)	A (%)	D (%)	SD (%)	-X
1	Using ICT will increase my interest in learning English language	252 (52.5)	176 (36.7)	40 (8.3)	12(2.5)	3.4
2	using ICT will make me to enjoy more time in learning English language	132 (27.5)	250 (52.1)	38 (7.9)	10 (2.1)	2.8
3	Using ICT is a distraction	46 (9.6)	70 (14.6)	151 (31.5)	213 (44.4)	1.9
4	Using ICT will improve my method of learning English language	302 (62.9)	126 (26.3)	39 (8.1)	13 (2.7)	3.5
5	Using ICT will not improve my written English language	33 (6.9)	67 (14)	193 (40.2)	187 (39)	3.1
6	Using ICT to learn will help me to perform better in English language examinations	190 (39.6)	220 (45.8)	62 (12.9)	08 (1.7)	3.2
7	Using ICT will make me to think on my own and create my own ideas	231 (48.1)	157 (32.7)	72 (15)	20 (4.2)	3.2
8	Using ICT will make me to concentrate better on language learning	180 (37.5)	200 (41.6)	72 (15)	28(5.8)	3.1
9	Using ICT will make me to learn new words in English	320 (47.9)	243 (50.6)	07 (1.5)	-	3.5
10	Using ICT will help me to learn the language of technology	267 (55.6)	223 (46.5)	-	-	3.6

11	Using ICT will make me confident in my spoken/oral English language.	130 (27.1)	200 (41.6)	98 (20)	52 (10)	2.9
12	Using ICT will make it difficult for me to learn to read in English language	14 (2.9)	41 (8.5)	230 (47.9)	195 (40.6)	1.7
13	Using ICT will make me to learn better together with other students	105 (21.9)	213 (44.4)	89 (18.9)	73 (15.2)	2.7
14	Using ICT cannot change my English language learning habit	-	32 (6.7)	132 (27.5)	316 (65.8)	3.6
15	Using ICT will make me remember what I have learnt	294 (61.2)	177 (36.9)	08 (1.7)	01 (0.2)	3.6
16	Using ICT will help me to learn on my own	184 (38.3)	197 (41)	63 (13.1)	36 (7.5)	3.1
17	Using ICT will make language learning more enjoyable	257 (53.5)	191 (39.8)	27 (5.6)	05 (1)	3.5
18	Using ICT will waste my time	130 (27.1)	140 (29.2)	112 (23.3)	98 (20.4)	2.4
19	Using ICT Will Add Fun And Variety To English language learning	262 (54.6)	215 (44.8)	03 (0.6)	-	3.5
20	Using the tape recorder will improve my listening ability	240 (50)	232 (48.3)	05 (1)	03 (0.6)	3.5
21	Using the tape recorder will make me to pronounce word correctly	240 (50)	230 (47.9)	06 (1.3)	04 (0.8)	3.5
22	Using the computer will make me to learn correct spelling of words	195 (40.6)	169 (35.2)	86 (17.9)	30 (6.3)	3.1
23	Using the video will make me more attentive in class	197 (41)	172 (35.8)	76 (15.8)	35 (7.3)	3.1
24	Using the film projector will improve my pronunciation in English language	177 (36.7)	197 (41)	101 (21)	05 (1)	3.1
25	Using the Internet will help me to learn English language from many sources	147 (30.6)	181 (37.7)	97 (20.2)	55 (11.5)	2.9

Table 2. shows that ESL students perception of the integration of ICT into English language learning was positive on twenty three out of twenty five items listed. These items are 1-2, 4-11 and 13-25. All the twenty three items yielded high mean scores (above 2.50 out of 4.00). Only two items yielded low mean scores (less than 2.5), i.e., items 3 and 12. It could be inferred from the students' responses that there is high hopes of students' improvement in performance with the use of ICT.

Question 2
Is there any variation in urban and peri urban ESL students perception of ICT integration into English language learning?
Table 3: Summary of t-test of difference to show variation in urban and peri-urban ESL students' perception of ICT integration

Location	N	Mean	SD	df	t-cal	t-crit	P
Urban	300	90.59	15.32				
				478	.522	1.96	Not Sig.
Sub-Urban	180	89.82	16.16				

Not significant at 0.05 level (P<0.05)

Table 3 shows that there is no significant difference in the ICT perception of students in public and private schools (t-crit = 1.96; t-cal = -243; df = 478). This implies that they similarly perceive ICT integration as beneficial.

Question 3

Is there any variation in public and private ESL students' perception of ICT integration into English language learning?

Table 4: Summary of t-test of difference to show variation in private and public ESL students' perception of ICT integration

School type	N	Mean	SD	df	t-cal	t-crit	P
Public	320	90.18	15.47				
				478	-243	1.96	Not Sig.
Sub-Urban	160	90.54	16. 01				

Not Significant at 0.05 level (P<0.05 level)

Table 4 shows that there is no significant differences in the urban and sub-urban students perception of ICT integration into English language learning (t-crit = 1.96; t-cal = .522; df = 478).

30.5 Discussion

In the investigation of senior secondary school students' perception of the integration of ICT into English language learning, three research questions were generated.

The first research question generated was on how senior secondary school students perceive the integration of ICT into English language learning. Findings reveal that there is positive perception of ICT integration into English language learning by secondary school students. This result is agreement with the findings of Ayoade and Olaniyi (2006) and Olagunju (2005). Ayoade and Olaniyi (2006) examined students' attitudes towards the use of electronic information resources and found out that both male and female students had reasonably good attitudes towards the use of electronic resources. Olagunju (2006) in a study on the awareness and utilization of ICTs by higher institution students found out that

both male and female students appreciate the role of computer and its application in the study of science.

The second research question asks whether there is any variation in the perception of ICT integration in the public and private schools. Findings reveal that there is no variation in the perception of both the public and private secondary schools. This shows that school ownership type does not affect students' perception of ICT integration. The result of this study is supported with the findings on general students ICT perception (Kumar and Tammelin, 2008) that ICT is useful as a tool in learning. There is no negative perceptions of ICT by students reported in cases reviewed, irrespective of type of school.

The third research question sought to find out whether there is any variation in the perception of ICT integration in the urban and peri-urban areas. Findings reveal that there is no variation in the ICT perception of the urban and peri-urban areas. Senior secondary school students in the urban area have similar opinion of ICT with their counterpart in the peri-urban area that ICT is very useful in English language learning. This is in agreement with the study of Tella, Tella, Toyobo, Adika and Adeyinka (2007) in which they found that teachers perceived the use of ICT as very useful in their teaching and contributing positively to students' performance. Similarly, in a study on 15-year-old Canadians, Bussiere and Gluszynski (2004) found that 64.2% of students perceive computers as very important to them in all the provinces studied.

30.6 Conclusion

Many researches have suggested that ICT could be very useful in the teaching and learning situation. The findings of this study have revealed that students are hopeful and optimistic that ICT could improve their learning and achievement in English language. This research believes that if ICT is integrate into English language learning students achievement in examinations will significantly improve. It therefore becomes very important that ICT be integrated into English language learning to bring about the much needed improvement in English Language examinations results.

Based on the finding of this study, the following recommendations are made. ICT should be integrated into English language teaching and learning especially at the senior secondary school level for better achievement. Ministries of Education should invest in ICT facilities to improve language teaching and learning.

❖ Private secondary school proprietors should also be urged to provide ICT facilities in line with the current global practices.

❖ There should be coherent strategies backed by official policies to provide ICT facilities that should be accessible to students for language learning in urban, sub-urban and rural secondary schools.

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Isaac Nnam Ohia &Felicia Chibuogwu Chikwendu

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