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English Language As A Prerequisite For Admission Into Nigerian Universities: Implications For Manpower Development In Educational Technology can delice there is no doubt that Nigeria has

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Department of Science Education, School of Science and Science Education, School of Science Education, Federal University of Technology, Minna April 101 bluop 2018blues

The National Policy on Education, (2004) stated that English Language is the medium of instruction from primary school to tertiary level. English Language is not only a core subject in Nigeria's Education system but a credit pass in it is a prerequisite for admission into the universities for all the programmes. It is in this light that the paper looked at the role of English Language as a prerequisite for admission into Nigerian universities and its implications on manpower development in Educational Technology. It concludes that constant use of instructional media in schools should be . encouraged to make teaching of English Language more interesting and effective. Also, Language laboratories or studio was suggested to be provided by ministries of Education and equipped with various instructional media, aids for practical learning of the language. Qualified and experienced English Language teachers should be employed and trained through periodic workshops, seminars, conferences and in-service programmes, this will help boost students' performance, rate of admission and consequently enhance manpower needs in Educational Technology.

Introduction

English Language is widely spoken and used more than any other language on the globe. Today large numbers of non English speakers use English Language in order to survive or find employment with governing with our schools are written in English Language. class. The role and functions has changed from being an instrument of subservience to warms other quite different ends such as window on the world of science and technology or as the off only language not neglected by one section of the population or another. English Language is used in numerous books providing international aid and administration. As the telecommunication revolution got underway...c English Language became dominant in the international media, radio and television, magazine and newspapers including trade. English as a Language is very important than inventions itself because without language most inventions, discoveries will be difficult to preserve and transmit from generation to Adebayo, (1988) stated that generation. science may control and technology environment but solution to its problems rest upon English Language as medium of passing information and commands.

Students Performance in English Language and the Role of Educational Technology Technology

The role English Language plays in the world of communication and scientific advancement cannot be overemphasized. Our educational policy is centered on English Language, virtually all the books we use in Consequently, both arts and science students need proficiency in English. As the language of wider communication every school child or student no matter his course must study English Language. Ferguson, (1981) stated that English Language is needed to promote our culture and to know and appreciate other people. Most of the novels, plays and poems are written in English Language, the language therefore has to be learned to an appreciable degree to know and value our culture.

and is in I rollish Language.

In Nigeria, English Language is learned and studied as a subject. There is a conscious effort to study the language deeply or extensively because of some advantages to be derived from the exercise. According to the National Policy on Education, (2004) the use of English Language in the educational institutions should start from the primary school. In Nigerian schools, all subjects offered are taught and learned using English Language as a medium. It therefore holds that for any meaningful achievement in science and technology to take place English Language must be made compulsory as a presome that with the color with a company of many and defigure to surface the colors

institutions of learning. Oyewole, (1978) Results in English Language, 2000-2002, stated that there is no doubt that Nigeria has lost and is still losing potential scientist, and a shown on tables below indicated that students teachers and experts just because such performance was poor. It was further candidates could not make the required by the observed that if this problem of poor grades in English Language.

obtained from Chanchaga Local Government which all other levels of education are built Education Authority, Minna and the State will lead to poor turn- out of graduates who Universal Basic Education Board using First at not cannot fit into the Nigerian society. description is transmissal feelinglogy. It concludes that con maline of in the contract of the

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requisite for admission into nour higher 19 School Leaving Certificate Examination WAEC and NECO Results 2005-2007 as performance is not checked right from the Aniah, (2004) according to statistics primary school which is the foundation upon

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Table1: Pupils Results in English Language (2000-2002) thin vo bable rough of the transport of a stage

2000 you go on the		2001		2007 inches a more a some contract		
SCHOOLS	No & % Pass	No & % Fail	No & % Pass			No & % Fail
IBB Pry. Sch. Minna	123 (28%)	311 (72%)	163 (36%)	284 (64%)	126 (37%)	215 (63%)
Madaki Pry. Sch. Minna	33 (34%)	60 (66%)	41 (34%) _{2G2 Y}	· 7 9 (66%)	34 (38%)	55 (62%)
Dr. Faruk Pry. Sch.I Minna	58 (29%)	142 (71%)	89 (36%) 10 591	145 (64%)	29 (20%)	113 (80%)
Limawa Pry. Sch. Minna	114 (32%)	243 (68%)	73 (26%)	206 (74%)	81 (24%)	260 (76%)

Source: Chanchaga Local Government Education Authority, Minna, Niger, State, no former for the second state of the second second

Table 2: Students WAEC Results in English Language (2005-2007)

Materia de la la	.2005 graces syntax to		2006 A POUR	such as wi	2007 monthly step rode		
SCHOOLS	No & % Pass	No & % Fail	No & % Pass O	No & % Fail >	No & % Pass	No & % Pass	
Hill-top Model Sch. Minna	19 (16.5%)	97 (83.7%)	33 (25%)	99 (75%)	3 (1.9%)	204 (98.1%)	
GSS Minna	0 (0%)	286 (100%)	101 (33.2)	199 (76.8)	6 (1.3%)	301 (98.7)	
DSS Minna	0 (0%)	297 (100%)	0 (0%) 1 2/4	372 (100%)	0 (0%)	:375 (100%)	
Army DSS Sch Minna	4 (1.2%)	204 (98.8%)	2 (0.2%)	256 (99.8%)	0 (0%)	201 (100%)	

Source: Niger State Ministry of Education, Department of Schools and Educational Services

Table 3: Students NECO Results in English Language (2005-2007)

THOIC ST STATE				7400/)		1
The second of the test	2005	ercinatique.	2006 mongrati	Inorthive on	2007	e d legel
SCHOOLS - Care -	No & % Pass	No & % Fail:	11	No.% Fail	3.50	No % Fail
Hill-Top Model Sch.Minna	13 (11.1%)	105 (88.9%)	12 (9.2%)	'120'(90.8%)	77. 400	199 (97.6%)
GSS Minna	11 (5.2%)	243 (94.8%)		233 (86.6%)	·	165 (65.5%)
DSS Minna	49 (7.7%)	601 (92.3%)	8(0.2%) 1 61110	007 (00 00)		- 1000000000000000000000000000000000000
Amry DSS Sch. Minna	1(0.1%):	409 (99.9%)	4 4 4-	1440 107 000		700 (98.7%)
G Nines State	dinietry of E	ducation Da		(07.076)	0 (0%)	389 (100%)

Source: Niger State Ministry of Education, Department of Schools and Educational Services. Technology is generally regarded as applied science, entails creation of methods. techniques, materials, goods as well as

essential conditions for human welfare, it is also concerned with how knowledge is utilized in order to make the physical

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environment serve man better (Connell, Educational Technology can be viewed in two broad ways; firstly, it can be seen as the application of communication media borne out of the physical and engineering sciences involving the use of a variety of resources, such as media devices, electronic information carriers, projections and amplification in instructional processes. This view regards educational technology as tool technology mainly hardware equipment and related materials. Secondly, educational - technology is viewed as a systematic way of analyzing educational mand blearning problems, synthesizing and evaluating logical solution strategies within the prevailing circumstance in the environment or society at large. Ogunranti, (1982) defined Educational technology as a principle and method which brings together man and resources in na resolve effectively systematic bid to mainulann's educational problems.

Educational Technology therefore can be seen as a field of study which has evolved an integrated method of planning, designing, implementing and evaluating the total processes and problems of instructions. The main concern of educational technology is thuman: a competence and and effective operformance. It is a discipline that provides an avenue for continuous educational, scientific and technological research activities temphasizing innovation and mineross of fertilization of ideas. It foster the use of recent and effective information technology in instructional system, improves the quality of teaching and learning, enhances training of vocational and technical staff, promotes mass literacy and provides basic for reducing illiteracy. It provides basis for the provision of effective instructional strategy; effective human and material resources and favorable plearning environment withat it could be yield optimum learning outcome. In other words Educational Technology: (1989)

Increase the rate of learning at the same time allows the teacher to use more time on other useful activities.

Re-enforce severbal and visual messages, students would generally find it difficult to understand abstract sideas, discussed by the teacher. However, if the abstract ideas are put dinigiform bofnepictures etc. students will bunderstand them with ease and they remained permanent in their memories.

Through the use of media emphasis is placed on realistic learning rather than rote learning. Instructional materials motivate and arrest estudents eattention; student curiosity and consciousness increased thereby providing sound environment for realistic and enjoyable eteaching and learning atmosphere. Harris 1992 hTerms and concepts especially in the areas of escience are best illustrated through the use of instructional media. gainmal of low hard con-

Proposition to carriculum developers Students: Constriants in Learning of rEnglish Language of strebeds to governings and Lackgofwmodern instructional materials hasgibeen ridentified as none drawback in steaching and learning of English Language. Ogunlayen (2000) About 80% of teachers in (Nigeria are mostly using the chalkboard and Itextbooks method (traditional method) of eteaching sinspite of the impact of modern stechnology goomleducation a globally. Most eschoolsedornotehave modern equipment and imaterials for teaching and learning, the few a schools that chave hare sunable to tuse them reffectively as a result of erratic power supply handoinability of some teachers to operate some of these equipment; however, one of the amajora problem faced aby a students with the titraditional method is inability of students to bremember what has been learnt resulting from a passiveness during instruction. It is perceived a that when modern instructional materials such sascomputers are used, they reduce boredom, forgetfulness and allow students to participate actively during instruction. It is also believed that lack of modern and up-to date method of teaching contributes to poor performance in nEnglish Language; teaching and learning. Adebayo, (2008) stated that the selection of appropriate and most effective method of eteaching and learning is very crucial to the the a property of the property of the experiment restored to the property of t

success of the learners because teaching methods determine whether the teacher is actually communicating with the learners or not. Absence of quality education and lack of experienced English and certificated Language teachers is a source of great concern to our country (Nigeria). Seminars, workshops, conferences and in-service programs for teachers of English Language in our schools are no longer there, government does not show much concern to education sector, teachers' are not motivated or promoted promptly as at when due. Until such challenges are urgently addressed we will stand a better chance for qualified teachers and indeed quality education as a way forward to learning of English Language. It is also important for curriculum developers to take into consideration the needs and aspiration of students bearing in mind their cultural background when drawing up a blue eprint or program of English Language activities. Interference of first language ::(mother tongue) contributes to some extent to problems of students learning of English Language especially in the carea of appronunciation of English Language words and sentence structure thereby affect the meaning attached to words and sentences vincluding students' performances and until other right esteps have taken hato haddress withis problem at the rearly stages of primary education as foundation for other levels of reducation or it will continue to affect the oproduction of manpower development in Nigeria as a result of inability to credit English Language. Gimson, (1991): stated othat learners mage, matural bability whis motivation and the need to which he intends to put the language to use could also beca oproblem. I started with the conduction of

Implications for Manpower Development oin Eductional Technology. Chatron suitocon

actively during authority at this

It is believed that if students' scores in English Language improve as a result of their performances, it means that more students would likely be admitted into the universities tonread Educational Technology courses Consequently, on Universities will graduates of Educational Technology who will become teachers in secondary schools universities, and work in Educational resource officentre ovi and and also an contribute meaningfully sin bothe andevelopment mof instructional materials and devices thereby boosting the manpower development needs in Educational Technology in Nigeria. On the nother hand, poor performances in English Language would limit or reduce the chances of large number of students getting admission ginto tertiary institutions of learning; thereby haffecting hather production of potential ascientists, teachers, media experts and reducational technologists as a result of lack of required grade in English Language at either WAECHODENECO levels which is a pre-Brequisite for admission to the many that second Signature hid effectively resolve r:)

Conclusion

sometimen freedile, one and rand a Independent of the and a serious and rand a large and a problem of deficiency in English Language as gaipre-requisite for admission into Nigerian funiversities, in the impaper in recommends in that ourgent solid foundation be built at the primary and secondary school levels of Education through constant use of instructional media in schools; this will make teaching of English . Language: more minteresting; and effective. «Language laboratories or studio should be a provided by ministries of Education and equipped) with various instructional media vaids for practical learning of the Language. Qualified and experienced English Language teachers should be employed and trained through imperiodic laworkshops, seminars, conferences and in-service programmes to okeep orothem 10) abreast with the 10 latest technological development in education. This would certainly boost admission rate into the Nigerian Universities thereby increasing the erater of expert graduates particularly in the area of educational technology and by implication enhancing the manpower needs in Tthis area mit own or not on only a mile

Lynner Brade

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References and I controlly dougo National prompolicy in nonembre Education, Aniah, A. (2004). Development and Use of inthe (2004). Revised Federal Republic of Nigeria. Lagos; Instructional Videotape Package for Federal Ministry of Education (FME). teaching Vowel and Consonant Sound Pronunciation in Primary Schools in Niger State Ministry of Education, (2007). Niger State. Unpublished Performances M. Tech Thesis. Post Primary Post Pour Education. Eve Examinations, Minna, Niger, State, Adebayo, A.J. (1988). Journal of the English Department, Ahmadu Bello University no parmon bout Nigeria. 201 To toront out of them sid! Adebayo, s. 1. (2008). Effects of combining and as sobmutilization we and a management of Digital Video Computer Assisted resources for effective teaching and Instructional Package and Lecture in hour parent learning of physics In O. O. Busar Method on Students Achievement in matelorno mana (ED) ibox 41st 200 Annual J Conference Mathematics in Minna Metropolis. Mathematics in Minna Metropolis. Mathematics of the Minna Metropolis. Unpublished B.Tech Project Federal photocond aftern Teachers Association of Nigeria University of Technology, Minna. Took blands orange of STAN). Expensed the project of Nomenclature and the control of Nomenclature. Connell, M. C. (1982). Teaching about Science, Technology and Society at the Secondary Level in United States. An Educational Dilemma for 1980's Studies in Science Education 9, 1-32. Ferguson, C. A. and Shirley, B. H. (1981). Language in the U.S.A Cambridge and Newyork, CambridgeUniversity Whee. Press, 34... Gimson, A. C. (1991). An Introduction to Pronuciation of English. London: St Ives Publisher, 334, a second chive not be more stories than the state of the above of Sample pro garrent bra Tail this Ran actual week to ea स्री के विद्यार के देखें हैं। अवित्र के लेक के लेक के लेक हैं कर है mercale section and the colors are a section with the mercal bear Harris and desired a formation field to althou with the thereto receive was a revenience to bur border training against the first of the case manual three day, in the order to a sign much mile regressive round thereto elitemious man frequency comment to be it it Aufort - State Hart State I State State State er wert, mantgere beier mehr ben, zweichung eitem or missing their as a parabose or discursors call a second control of the calledoni Contract to the tenth of the second of the To have an discuss word and over southwarder

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Ogunranti, A. (1982) Issues of Nomenclature Technology...and Educational of denough Learning Resources. A anianavb, presented, at Institute of Education uniber University of Ibadan Oyewole, J. (1978), Educational Innovations. h below Paper delivered at the Fifth or hosu Conference nof Secondary Schools Principals at University of Nigeria Juangola Nsukka, 19th September. Thus, research has continued to influence development in all fields of human endeaving the significant or research has never mater 11st outlision in the correction of all periods formations especially in the understalists and rostgraduate university programmes the provisions in Section 8 item 65 and 66 in the Marional Policy on Benganis of the 2004) forther signify research as see longest activity of the university appears. Tims, both academic staff and endlare and carry and research in order to solvely the university scholarship culture. in order to could the students with prerequirity show to Igo, skills and competencies to underside he check, "Research Method conjective tecome a core course in the undergraduate and pref-graduate programmes of anti-craftica world over.

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