

**AN INVESTIGATION INTO THE USE OF COMPUTER IN THE JUNIOR  
SECONDARY SCHOOL ENGLISH LANGUAGE INSTRUCTION IN IBADAN  
METROPOLIS, OYO STATE, NIGERIA.**

**BY**

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**Abstract**

*This ex-post facto study was carried out to investigate the use of computer in the teaching and learning of English Language in private junior secondary schools in Ibadan Metropolis. The attitude of male and female students towards the use of computer to teach and learn English Language was equally determined. Two hundred Junior Secondary School III students (87 males and 113 females) from eight private secondary schools and twenty teachers randomly drawn from the same private secondary schools were used. The Students' Evaluation Questionnaire (SEQ) and Teachers' Evaluation Questionnaire (TEQ) were the instruments used. The data collected were analysed using descriptive statistics of frequency counts, percentages and t-test. The results revealed that teachers do not use computer to teach English Language and there is no significant difference in the attitude of male and female students towards the use of computer in the teaching and learning of English Language. These results underscore the need for proprietor/proprietress of privately owned Secondary Schools to give priority to the use of computer to teach English Language for better results especially in public examinations like the National Examinations Council and the West African Examinations Council.*

**Key words:** Computer, English Language, Investigation, Instruction, Junior Secondary School, Nigeria

**Introduction**

English language is not only Nigeria's official language and medium of international interaction but also the language of instruction and reference throughout the entire educational system. According to Aimunmondion (2009), English language has not only been a central subject in Schools, Colleges and Universities, but also has been gaining increasing importance in the day-to-day human activities worldwide. Thus, competence in English language assumes great importance for students as it directly affects the level of progress attainable irrespective of aptitude in their particular fields. Banjo, Elugbe and Akano (2005) posit that competence in English language is an essential pre-requisite for educational and career success. As an official language in Nigeria, English is used for all government transactions both oral and written and it is one of the languages in which information is stored and retrieved from computer. However, over the years, students' performance in English language has been persistently poor particular at the Senior Secondary School level despite the status of English language in Nigeria.

Records have shown that the percentage of candidates in Nigeria that obtained credits in at least 5 subjects including Mathematics and English language in the West African Secondary School Certificate Examination indicated 27.53% in 2005, 15.56% in

2006, 25.54% in 2007, 13.76% in 2008, 25.99% in 2009, 20% in 2010 and about 40% in 2011.(Adapted from WAEC Annual Reports 2011). The performance of Students in English language has not been impressive according to these records. Kolawole (2000) emphasizes the teaching of English via appropriate approach, method and technique. It is believed that on the one hand, poor teaching methods have contributed immensely to the appalling performance of students in English language and on the other hand, the students themselves have been lazy and non-challant.

Teaching and learning are two different but closely related processes: Students can learn without a teacher but they learn better when they are guided by a teacher. This is because students learn many things when the teacher is not teaching. However, learning is a product of teaching. Osokoya (2002) defines teaching as a system of activities intended to induce learning, comprising the deliberate and methodical creation and control of conditions necessary for learning to take place. Learning on the other hand, is what occurs when a person makes sense out of what he/she encounters and experiences in interaction with self, others and the environment.

To teach is to help someone acquire skill, attitude, knowledge, appreciate information or ideas. It includes provision of conditions that can promote the building of attitudes, skills development and other aspects of learning. Unless learning takes place as a result of some efforts, it cannot be concluded that teaching has taken place. In the teaching-learning process, both the teacher and the learner must be active. Fakeye (2006) postulates that, various factors such as motivation, intelligence, maturation, attitude, aptitude, socio-economic status, interest, readiness and class size can affect the learning of English as a second language.

Attitude to a language plays an important role in the learning of that language. Language according to Maduabuchi, (2008) is not only an instrument of communication; it is also a symbol of social or group identity, an emblem of group membership and solidarity. It is accompanied by attitudes and values held by its users and also by persons who do not know the language. It has been found out that the attitude a person holds towards a language will, to a large extent, determine how he/she will learn that language and since a positive attitude leads to successful language learning, attitude plays an important role in the lives of those who use the language. Since the role of attitude in language learning is overwhelming, Kolawole (1997) observes that “even though other factors contribute to language learning, the most important factor is attitude”.

The impact of technology worldwide has led to the globalization of information, communication and education. The effect of technology can be experienced at all levels and forms of education. Educators, teachers and instructors are discovering that the instructional delivery process in an ICT environment is different from the traditional classroom. Also, learners are faced with the challenges of coping with the potentials of the ICT era. The ICT environment portends a considerable expectation from every stakeholder. The introduction of computers, which is the major and most influential technology of the last millennium has however, made the impact of technology greater felt in every sector and also in the educational sector. It is through the introduction of this major technology that the world actually started talking about information technology. Information Technology (IT.), according to Abada and Chiemeké (2004) is “the creation, collection, storage processing, transmission, display and use of information by people and machine. In response to this, the Federal Government of Nigeria launched the National

Policy on computer literacy in 1988 at primary, secondary and tertiary levels of education. One of the general policy objectives of the committee on computer literacy is to enable the present generation of school students at different levels of education appreciate the potentials of the computer and be able to utilize the computer in various aspects of life.

The Federal Government therefore started its pilot programme in 1989/1990 in sixty pilot schools. The schools included forty-five Federal Government Colleges (F.G.C) and fifteen Armed Forces Secondary Schools. Bankole,(2003). At present, all Federal Government Colleges have integrated computer education into their curriculum. Some states have commenced pilot programmes in computer studies in selected schools. The states include: Oyo, Ogun, Lagos, Delta and Kano. Moreover, some private secondary schools for instance in Oyo State claim to offer computer studies. They add this in their advertisement slogans to attract parents. But having computer in schools is one thing, using it for instruction is another thing and this is why the researcher is prompted to embark on a study to examine the use of computer in the teaching and learning of subjects in schools with particular reference to English language which is not only a compulsory subject but also official language in Nigeria.

### **Statement of the Problem**

Given the technological advancement and awareness in the use of computer to enhance teaching and learning generally, many private schools procured computers for use in teaching, but having computer is one thing, utilizing it for teaching and learning is another. This study therefore investigated the use of computer in the teaching and learning of English language in private secondary schools in Ibadan Metropolis.

### **Research Questions**

The following questions were addressed in this study:

- 1) Do teachers use computer to teach English language?
- 2) How effective is the use of computer in classroom teaching and learning of English language?
- 3) What are the constraints associated with the effective use of computer in the teaching and learning of English language?
- 4) Is there any significant difference in the attitude of male and female students towards the use of computer in teaching and learning of English language?

### **Methodology Design**

This study adopted an ex-post facto research design.

### **Population and Sampling Technique**

The sample was made up of two hundred students (87 males and 113 females) and twenty teachers (6 males, 14 females). Simple random sampling was used to select eight Schools from private Secondary Schools that had Computers within Ibadan Metropolis while proportional random sampling was used to select the number of students and teachers that participated in the study.

### **Instruments, Validation and Reliability**

Two instruments were used for this study. These are the Students' Evaluation Questionnaire (SEQ) and the Teachers' Evaluation Questionnaire (TEQ). SEQ was self developed and validated. The reliability of the instrument was ascertained by using Cronbach Alpha and Coefficient of 0.87 was obtained. The instrument has two sections A and B. Section A elicited information on students' demographic data while Section B elicited information on the use of computer to learn English language.

Teachers' Evaluation Questionnaire (TEQ) was self developed, validated and the reliability of the instrument was equally ascertained by using Cronbach Alpha and Coefficient of 0.73 was obtained. The instrument has two sections A and B. Section A elicited information on Teachers' Demographic data while Section B elicited information on the use of computer to teach English language.

### **Procedure for Data Collection**

The researcher visited the Principals of the selected schools to seek the consent of the Principals to administer the questionnaire. The instruments were administered to the students and the teachers in the eight schools selected for the study by the investigator. The Students' Evaluation Questionnaire (SEQ) was administered to the students first in each of the schools and retrieved immediately. The Teachers' Evaluation Questionnaire (TEQ) was administered to the teachers too and retrieved immediately. The study lasted four weeks.

### **Data Analysis**

The data collected were analysed using appropriate statistical methods of frequency counts, percentages and t-test.

## **Results**

**Research Question I:** Do teachers use computer to teach English language?

**Table 1: Frequency and Percentages of Students on the Use of Computer**

<b>Item</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
My English teacher uses computer to teach us in the classroom	1 (0.5%)	4 (2%)	22 (11%)	173 (68.5%)

The results from table 1 show that, 5(2.5%) of the students said that their English language teacher teaches with computer while 195(97.5%) claimed that their teachers do not use computer to teach English language.

**Research Question 2:** How effective is the use of computer in classroom teaching of English language?

**Table 2: Frequency and Percentages of Teachers on the Effective Use of computer**

Item No	Item	SA	A	D	SD
1.	With the use of computer, students are able to get the correct pronunciation and spelling of words better and quicker.	5 (25.0%)	13 (65.0%)	1 (5.0%)	- (0.0%)
2.	Computer provides opportunity for students to learn through many senses, hence better learning.	6 (30.0%)	13 (65.1%)	- (0.0%)	- (0.0%)
3.	The academic achievement of the students in English is enhanced by the use of computer	5 (2.5%)	10 (50.0%)	4 (20.0%)	- (0.0%)
4.	Using computer to teach English language is highly effective than the conventional method.	3 (15.0%)	9 (45.0%)	7 (35.0%)	- (0.0%)
5.	Teaching of English language is made easier with the aids of computer	6 (30.0%)	13 (65.0%)	- (0.0%)	- (0.0%)

The results from table 2 indicate that 90% of the teachers agreed that the use of computer to teach English language enables the students to get the correct pronunciation and spelling of words better and quicker. (95%) of the teachers equally agreed that computer provides opportunity for students to learn through many senses. (52.5%) agreed that the academic achievement of the students in English language is enhanced by the use of computer, 60% agreed that using computer to teach English language is highly effective and 95% of the teachers as well agreed that the teaching of English language via the medium of computer is made easier. All the responses are above 50% which is a pointer to the fact that the teachers acknowledged that computer is an effective aid in the teaching and learning of English language although the students claimed the teachers do not use it to teach them.

**Research Question 3:** What are the constraints associated with the effective use of computer in the teaching and learning of English language?

**Table 3: Frequency and Percentages Showing Constraints Associated with the Use of Computer**

Item No	Item	SA	A	D	SD
6	The number of computer provided affects the use of computer to teach English Language.	10 (50.0%)	5 (25.0%)	4 (20.0%)	- (0.0%)
7	The teachers' ability and skill in using computer need to be improved for effective teaching	15 (75.0%)	3 (15.08%)	1 (5.0%)	1 (5.0%)
8	Availability of appropriate software designed purposely for English language	10 (50.0%)	9 (45.0%)	- (0.0%)	- (0.0%)
9	Adequate financial support is required	12 (60.0%)	8 (40.0%)	- (0.0%)	- (0.0%)
10	Students' access to computer within and outside the school	14 (70.0%)	6 (30.0%)	8 (40.0%)	- (0.0%)
11	The cost of providing adequate electricity for the system is too expensive	5 (25.0%)	6 (30.0%)	8 (40.0%)	- (0.0%)
12	The priority of the school proprietor/ proprietress can influence the use of computer to teach English language negatively.	11 (55.0%)	9 (45.0%)	- (0.0%)	- (0.0%)
13	Other school factors like class size location etc. affect the use of computer to teach English language negatively.	7 (35.0%)	8 (40.0%)	- (0.0%)	- (0.0%)

The results from table 3 indicate that 75% of the teachers agreed that the number of computers provided in school affects the effective teaching of English via computer, 90% agreed that there is need for teachers' ability and skill in using computer to be improved upon, 95% agreed that availability of appropriate software designed purposely for English language can serve as constraint, if not available. All the teachers agreed that there is need for adequate financial support to enhance effective teaching, all the teachers as well (100%) agreed that students access to computer can serve as constraint, 55% agreed that the cost of providing adequate electricity for the system is too expensive, all teachers (100%) agreed that the priority of the school proprietor/proprietress can influence the use of computer to teach English language and 75% of the teachers agreed that other school factors like class size, location etc. can affect the use of computer to teach English language. All the responses are above 50% and this is a pointer to the fact that, if all these factors are not in place, it can serve as constraints to the effective use of computer to teach English language.

**Research Question 4:** Is there any significant difference in the attitude of male and female students towards the use of computer in the teaching and learning of English language?

**Table 4: T-test Analysis showing the Attitude of Male and Female Students**

Variable	N	DF	X	SD	t	tc	P	REMARK
Male students	87	198	30.39	4.29	0.755	1.96	0.45	NS
Female students	113		29.96	3.84				

As the result in table 4 shows, there is no significant difference in the attitude of male and female students towards the use of computer in the teaching and learning of English language. The t-test value is 0.75 with degree of freedom of 198,  $t = 0.75$  is less than  $t_c = 1.96$  at  $P < 0.05$ . Therefore, the attitude of the students is positive towards the use of computer to teach and learn English language.

### Summary of Findings

In this study, efforts had been made to investigate the use of computer in the teaching and learning of English language in eight private secondary schools in Ibadan Metropolis. Two hundred students and Twenty teachers were sampled for the study (males and females) and findings of the study are as follows:

- (i) It was discovered that most teachers do not use computer to teach English language
- (ii) It was also discovered that the teachers are aware of the enormous benefits of using computer as an aid in the teaching of English language.
- (iii) Teachers' responses indicate that factors like the number of computers provided, availability of appropriate software, students' access to computer, the cost of providing electricity, the priority of the school proprietor/proprietress, class size and location can either affect the use of computer positively or negatively in schools.
- (iv) Finally, it was discovered that the attitude of male and female students is positive towards the use of computer to teach and learn English.

### Discussion of Findings

The first finding of this study is that most teachers do not use computer to teach English language. 195 (97.5%) of the students claimed that their teachers do not use computer to teach English language. This low level of utilization is confirmed by the findings of Olagunju (2003) who discovered that science teachers underutilize ICT resources for learning. The low level of utilization might be as a result of the priority of the school proprietor/proprietress. If the proprietor/proprietress do not give the use of computer to teach English language a priority, there is little or nothing the language teachers can do.

Another finding from this study is that the teachers are aware of the enormous benefits of using computer as an aid in the teaching of English language. This finding is corroborated by the findings of (Abimbade and Egunjobi 2003) who discovered that two computer-assisted instructional modes on secondary school students' achievement in

practical geography were effective compared to the conventional method. If computer is of enormous benefits in the teaching and learning process, students and teachers should be computer literate at any level of our education in this country and particular attention should be paid to the adoption and utilization of Computer Assisted Instruction (CAI) into various subjects in the school curricula.

It was also found in the study that factors like the number of computers provided, availability of appropriate software, students access to computer, the cost of providing electricity, the priority of the school proprietor/proprietress, class size and location can either affect the use of computer positively or negatively in schools. Herrman (2004) discovered that countries that have made computer installations part of their school plans were reported to have committed huge sum of money and material into the project. Investment in computer education programme is capital intensive. Efforts should therefore be made by schools both private and public to fund computer education scheme adequately.

Another important finding in this study is that the attitude of male and female students is positive towards the use of computer to learn English. This finding however, contradicts the findings of Yusuf, (1998) and Uduosoro (2000) who reported that male teachers showed greater positive attitude towards computer in education than the female teachers with established significant difference. Egunjobi (2002) also found that male learners showed more interest in Computer- Assisted Instruction than the female learners. The sample of this study constituted students from private secondary schools in Ibadan Metropolis, this might be responsible for the finding because 98% of them are from educated parents.

### **Conclusion**

It has been established through the findings of this study that though many private schools have computers, they do not use it for instructions in school subjects. It was also discovered that while students showed positive attitude towards the use of computer, there was no enabling environment to actualize their dream of having computer used in English language teaching and learning. This then calls for a radical re-orientation of the various proprietor/proprietress of private schools to make possible the use of computer in instructional process of English to improve the teaching and learning of the subject.

### **Recommendations**

Based on the conclusion drawn from the findings of this study, the following recommendations are made:

Teachers and students should be encouraged to be computer literate. All schools both public and private should have well-equipped computer rooms for instructions in schools and it should be accessible. Proprietors/Proprietress of privately - owned secondary schools in Oyo State should endeavour to give priority to the use of computer to teach English language. Government should provide computers in all public secondary schools and both the students and the teachers should have access to the systems. Workshops and seminars on computer instruction for all teachers of English language should be organized from time to time by the government and proprietors/proprietress of privately - owned secondary schools free of charge. English language teachers should update their knowledge and improve their skills on how to use computer. Software on



English language should be made available by government and proprietors/proprietress of schools for effective teaching. Efforts should be made by government not only to include computer in the school subject but also to enforce that WAEC and NECO should examine students on the subject like other school subjects.

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