

**THE PROSPECTS OF ICT IN THE TEACHING AND LEARNING
OF ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN
OLAMABORO LOCAL GOVERNMENT AREA OF KOGI STATE.**

BY

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FACULTY OF EDUCATION,

UNIVERSITY OF BENIN,

BENIN CITY.

DECEMBER, 2022

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

We certify that this research work was carried out by **Esther Ikoojo BENJAMIN** with Matriculation Number **EDU1702801** in the Department of Educational Foundations, University of Benin, Benin City.

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DEDICATION

This project work is dedicated to my parents late Mr. and Mrs. Benjamin Apeh who sowed the seed of greatness in me but did not live to reap the fruit.

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The researcher's profound gratitude goes to God Almighty, the giver and sustainer of life for His guidance, protection and direction throughout her academic journey and during the course of this project writing.

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ABSTRACT

The study focuses on the prospects of Information and Communication Technology (ICT) in the teaching and learning of English language in secondary schools in Olamaboro local government area of Kogi state. The survey design was adopted for the study. The simple random technique was used to select a sample size of one hundred (100) as the population of the study both private and Government owned schools were analyzed. Five research questions were raised to guide the study. The data collected were carefully analyzed using the simple frequency and percentage. The findings of the study revealed that the available ICT facilities for the teaching and learning English language in private owned secondary schools are television, cellphones, laptops and desktop computers while there were very few ICT facilities available in government owned schools. For instance, most government owned schools had two or three computers of which one or two are often faulty leaving just one functional computer for the entire school to use.

In rural areas of Olamaboro local government area, villages like Emakwacha, Ogugu, Ofante, Adupi and Ogene, the prevailing schools there are government owned. Here, the students have no access to computers at all. Very few students have phones that accept internet connection. The teachings are all theoretical. With the classrooms environment unconducive and over populated, the students are conditioned to the traditional method of teaching as opposed to this present age where Information and communication technology is in prevalence. It has been proven beyond every reasonable doubt that ICT plays a crucial role in the teaching and learning of English language as opposed to the time past. There is a great discrepancy between students who have access to ICT facilities and those who have little or no access to it at all.

The study reveals the fact that despite the various roles ICT play in the teaching and learning of English language, schools situated in Olamaboro local government area are yet to extensively adopt them for teaching and learning as the efforts geared towards inculcating ICT into the school system have not yielded much fruit. This is due to various reasons,

chief among them been the lack of professional teachers with the technical-know-how and also, poor information infrastructure militate against these efforts.

The study recommends that school administrators should provide ICT facilities in the schools. Preferably, an ICT laboratory should be set up to encourage students to learn. Also, letters should be written to NGOs and Alumni of the school requesting for assistance in providing ICT facilities explaining the merits of using ICT facilities in teaching in this digitalized world. In addition, qualified teachers with good knowledge of Information and Communication Technology should be employed to teach the English language as this will further enable the students learn better just like it is said “you cannot give what you don’t have”. Trainings should also be conducted for the teachers and students to learn more about ICT.

Furthermore, ICT facilities should be used during classroom interactions as they help to enhance all second language learners’ contact with the target language without necessarily going abroad to study the language. Finally, the government should be pay more attention to schools in rural areas and provide the necessary ICT facilities and equip the schools so students can learn well. If all of these are put in place, then the prospect of ICT in teaching and learning English language in secondary schools in Olamaboro local government area of Kogi state is feasible.

CHAPTER ONE

INTRODUCTION

Background of the study

The English language is the interconnecting language amongst Nigerians from different geopolitical zones and ethnicities. Though not indigenous to Nigeria, the English language is Nigeria's official language. It is studied and used actively than most of our indigenous languages. In primary, secondary and tertiary schools in Nigeria, the English language is used as the language for communication between the tutors and the students and also, among students. Often times, a penalty is meted out on students who communicate with either their mother tongue or the colloquial language called "pidgin English" this practice is mostly seen in primary schools. People who can communicate effectively or fluently using the English language are very much admired by others as they are regarded as "classic". The usage of English language is not just limited to schools as also, in work places, the English language is used. Ranging from attending to clients to seminars to webinars to taking down of minutes and communication among

staffs, the English language is universally used. Due to the relevance of the language among Nigerians, even people who are uneducated still find a way to speak it since using the language for communication shows to a great extent that a person is literate as far as Nigeria is concerned. Hence, it is of utmost importance that the language is carefully thought not just syntactically, but also phonologically as often times, words are mispronounced thereby showing a deformation in the speaker's knowledge of the language.

In today's world, with the advent of globalization and technology, teaching has greatly affected. Today, the teaching pattern is no longer like that of years ago. With the creation and modification currently going on in technology, teaching has improved. The emergence of this new global economy has had serious implications on the act of teaching giving access to information to grow exponentially.

ICT, an acronym which stands for Information and Communication Technology encompasses radio, television, computers, the internet amongst others have been uncovered as a potentially powerful tool.

Having the same ability is the Harvester in agriculture, Communication technology is the tool used to harvest information properly for effectiveness in any area of life. Information and communication technology (ICT) is a conglomeration of the technologies used in processing, transmitting and communicating data and information. Information and communication technology relates principally to studying concepts, skills, processes and application of electronic devices. Information and Communication Technology are indispensable and have been accepted as part of the contemporary world, especially in the advanced countries to the extent of a given new phase to the education system in terms of pedagogical approach (Okafor, 2009). The Federal Ministry of Education (FME, 2010) recognizing the vital role of electronic media in the modern world we live in today has integrated electronic media into education in Nigeria in order to ensure that our education is abreast with that of our counterparts in other countries. This act by the Federal Ministry of Education have resulted in the presence of electronic media in English language classroom and language laboratory. The resulting effect of using electronic media in Teaching and learning is evident at all levels and forms of education.

According to Iloanusi and Osuagwu (2011), information and Communication Technology (ICT) is the processing and maintenance of information and the use of all forms of computer, communication network and mobile technologies to mediate information. They went further to say that information and communication technologies include all media employed in transmitting audio, video, data or multimedia such as cable, satellite, fiber optics, wireless (radio, Bluetooth, Wi-Fi) and that network technologies include personal area network (PAN), campus area network (CAN), intranets, extranets, local area network (LANs), wide area network (WANs), metropolitan area network (MANs) and the internets. Computer technologies include all the removable media such as optical discs, disks, flash memories, video books, multimedia projector, interactive electronic boards and continuously emerging state of the art PCs. The mobile devices include mobile phones, PDAs, palmtops amongst others. These technologies have information as their material objects.

Adebayo (2005) cited in Egbe (2010), in education this technology covers the use of computers, radio, satellite, online self-learning

packages, videos, internet optical fiber technologies and all, types of information technology (IT) hardware and software.

To Iloanusi and Osuagwu (2010), Information and Communication Technology applied to education enhances the delivery and access to knowledge, and improves the curriculum. It produces richer learning outcomes compared to education without ICT. It encourages critical thinking and offers unlimited means of achieving educational goals.

Egbe (2010:168) affirms that using tapes, television and videos, the teacher can make the children listen and watch the enunciation of the standard varieties as well as other forms from across the world, thus creating versatility and flexibility in their grammar and speech. He further states that language laboratories with at least a radio cassette player, television with a multimedia receiver like the DSTV, as well as the video compact disc player should be installed in all public schools for use in teaching English grammar and pronunciation as this practice will aid the vocal skills of the students and build their auditory canal to understand and speak the language of learning better.

To Nwabuko (2010), education recently has been influenced by the development of global Information and Communication Technology (ICT) especially e-learning activities in the cyber space through the internet. This according to Mustapha (2004) quoted in Nwabuko (2010), could facilitate quality education. For instance, in the teaching and learning of oral English, if a recorded sound is played twenty times, it will produce the same sound but if a teacher pronounces a particular sound twice, different sounds will be produced.

The presence of Information and Communication Technology in secondary schools will help to effectively teach and learn the English language (Alex, 2012). However, the adequacy of these resources pose a serious concern owing to the fact that the government has not done much to ensure that Information and Communication Technology is widely available in schools. For instance, there are very little ICT resource materials available in teaching and learning of English language in secondary schools in kogi state and this have to a large extent affected the teaching and learning of English language especially in Olamaboro local area of the state.

In recent times, various technological resources that enhance effective spoken English practice are now available in both formal and informal settings. These technological resources include:

1. **Audio blogging:** Audio blogging occurs when a diary published online in a web log in which a writer writes about what he or she likes in a chronological order is substituted for the written post with voice recording. It is a medium to capture personal thoughts in the form of speech. This emerging technology has been identified as a tool that could potentially enhance the teaching and learning of oral conversation skills. According to Tan, Ow and Tan (2006), teachers using Audio blogs in English classes have reported improvement in students' oral skills. The authors found that the use of Audio blogs enabled students who had a weak proficiency in oral skills to acquire formulaic expressions when they listened to oral performances of stronger students.

2. **Videoconferencing:** This helps to put L2 learners in real-time contact with other students of English language from different countries and cultures. They can exchange personal information, take part in real plays, participate in games and above all, communicate in the L2 with

a real purpose. This is done through a web based video – conferencing link via Webcam and program such as Microsoft NetMeeting.

3. **Voice Chatting:** Voice chatting as a powerful software tool which also provides teachers with authentic situations to use L2. Students learn better if they use L2 for a real purpose. With a software application like Skype, students, Zoom app, Google meet among others, students can talk on phone via the internet with ESL learners from other countries. It is agreed among researchers that activities that involve real communication promote learning.
4. **Podcasting and Video Casting:** Podcasting is a voice recording posted online in a web page or site for others to listen to and download, usually for MP3 players or for personal use. Sound is instrumental to leaning a L2 as student need to develop the communication skills of listening and speaking (as well as reading and writing). Furthermore, if it is accompanied by image, its effect on the learner is more striking. For instance, Video casts.

Statement of the Problem

The quality of spoken English taught in secondary schools has been greatly hampered. This is due to both the use of poor instructional materials and the methods employed by the teaching in the course of teaching. The method adopted by the teacher goes a long way in influencing the level of comprehension of the learners. This has led to students digesting the wrong information and passing same to the public at large during communication.

The research evidence obtained from relevant literature reveals that the availability and utilization of electronic media facilities for teaching and learning English language in educational institutions is a case for serious concern.

With the advancement in technology, instructional materials especially electronic materials have been brought to the forefront as most tools of globalization has affected the classroom teaching/learning situation positively. New technological breakthrough such as Audio, Audio-visual electronic materials are important landmark in knowledge transfer. With this facilities and equipment, the teaching and learning of English language have

become a very pleasant experience and less stressful. Notable problems could be poor quality of teachers in terms of qualification and competence based on their ability to make use of modern technology (electronic media). It is important to remark that teachers' inability or shortcoming to make use of technologies should not serve as an excuse to retard students' acquisition of this core subject (English Language) in secondary schools. Hence, the study therefore is to assess the availability and possible utilization of Information and Communication Technology (ICT) in the teaching and learning of English language in senior secondary schools in Olamaboro local government area of Kogi state.

ICT Policies in Nigeria.

Nigeria, in a bid to join the Information and Communication Technology (ICT) world, decided to set up an ICT policy. The Federal Executive Council approved this policy and established the National Information and Technology Development Policy as the implementing body. This policy was launched for implementation in April 2001.

According to Ossei (2007), some of the objectives of Nigeria's Information and Communication Technology policy include the following:

1. To ensure that ICT resources are readily available to promote National development.
2. To guarantee that the country benefits maximally and contributes meaningfully by providing the global solutions to the challenges of the information age.
3. To empower Nigerians to participate in software and ICT development.
4. To encourage local participation and manufacture of ICT infrastructure and maximize its use nationwide.
5. To establish and to develop ICT skills and prepare them for global competitiveness.
6. To create ICT awareness and ensure universal access in promoting ICT diffusion in all sectors of national life.
7. To create an enabling environment and facilitate private sector (National and multinational) investment in the ICT sector.

8. To encourage government and private sector joint venture collaboration.
9. To develop human capital with emphasis on creating and supporting a knowledge-based society.
10. To build a pool of ICT literate manpower using the NYSC, NDE and other platforms as train-the trainer scheme for capacity building.

According to Iloanusi and Osuagwu (2010), it is possibly in line with the government policy as shown above that several government and non-governmental organizations, banks and individuals have funded the implementation of ICT in Nigerian Educational Institutions at all levels and strategic plans and projects are always ongoing to revisit targets in the area of ICT. With this commitment from government and non-governmental organizations, this study is designed to examine how the provisions of ICT are utilized in the teaching and learning of English language in secondary schools in Olamaboro Local Government Area of Kogi State. Also, the study is designed to examine how various secondary schools have explored ICT in the course of their teaching and learning of English language and also in solving the administrative problems of schools and colleges in Nigeria.

In a globalized world where technology has greatly advanced, the project is over all concerned with the prospect of Information and Communication Technology in the teaching and learning of English language in secondary schools in Olamaboro local government area of kogi state.

Definition of Terms

The following terms as operationally used in the study have their meaning as follow:

Prospect: This refers to the possibility of something or an event occurring.

ICT: This is an acronym used to refer to Information and Communication Technology.

Teaching: The occupation, profession or work of a teacher.

Learning: The acquisition of knowledge or skills through study, experience or being taught.

Globalization: This refers to the individual revolution of a Nation that is powered by Information and Communication.

English language: The English is the lingua franca (Official language) in Nigeria. It is taught as a core language from primary to secondary level in Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What are the types of Information Communication Technology (ICT) used in the teaching of English language in secondary schools in Olamaboro local government area of Kogi state?
2. To what extent are the Information and Communication Technology (ICT) available for use in the teaching and learning of English language in Olamaboro local government area?
3. To what extent are teachers and students aware of the Information and Communication Technology available in senior secondary schools in Olamaboro local government area?
4. To what extent do English language teachers utilize Information and Communication Technology in teaching English language in secondary schools in Olamaboro local government area?

Purpose of the Study

This study is an essential piece owing to the fact that it helps identify the prospects of Information and Communication Technology in the teaching and learning of English language in Olamaboro local government area of Kogi state. The researcher believes that if the suggestions and personal opinions proposed in this research work are implemented effectively and judiciously, it will go a long way in saving the current state of the use of Information and Communication Technology in teaching and learning of English language in not just in the research area, but in Nigeria at large. If the study is implemented, the current state of teaching English language in Olamaboro local government area where the pattern of teaching and learning English language is still very much the same as that of from time immemorial, will be done away to usher in the era of the present age where Information and Communication Technology is fully implemented in the process of teaching and learning.

Significance of the study

In a digitalized world where Information and Communication Technology is making waves, the use of ICT in teaching and learning will obviously make teaching interactive, fun and easy to comprehend. Using ICT in teaching English language will go a long way in helping not just the teachers but also the learners as they will have firsthand knowledge. For instance, in a phonetics class, where ICT is present, the learning can take place in the language lab, where the students will be granted the opportunity to listen and pronounce words like the native speakers of the language. Here, ICT eases the burden on the teacher as he or she will not have to explain much before the students can comprehend. This is a clear contrast to the traditional method of teaching where the teacher writes the sounds on the chalk board and pronounces them to the hearing of the students'. This pronunciation is often done based on how they (the teachers were taught) according to how he, the teacher was taught. Whereas, in the language lab, there is provision for projectors, headphones, speakers, microphone and the student gets firsthand knowledge on how sounds and words are correctly pronounced.

Information and Communication Technology (ICT) seems to give feathers to the act of learning and teaching. Hence, for this reason, this study can be used to further aid effective utilization of Information and Communication Technology to facilitate the process of teaching and learning. Teachers of the English language will obviously find the findings of this research vital and the prospect of teaching with ICT pretty welcoming. By understanding the impact of Information and Communication Technology in the teaching and learning of English language around the world, it is only expedient that Olamaboro local government area of Kogi state is not left to lag behind since a student without the knowledge of ICT in today's world can be rightly regarded as an illiterate despite them having the ability to read and write.

If ICT is used in teaching, the teachers will be motivated to teach since it will be less tedious for them and on the other hand, the students will be highly motivated to learn which will help not just Olamaboro local government and Kogi state but Nigeria at large so students from this local government will not freak out at the sight of their peers from other states and countries who possess the knowledge of ICT.

Scope and Delimitation of the Study

The study considers the personal bio data of the respondents; it focuses on the prospect of using ICT in the teaching and learning of English language in secondary schools in Olamaboro local government Kogi state and proffering a solution. Although there are various schools in Kogi state consisting of both private and public owned, the study is focused on Olamaboro local government area, Kogi State.

The limitation of the study includes lack of sufficient time to conduct relevant interviews and carryout a thorough survey and insufficient fund for an elaborate research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It is organized in chronological order under the following subheadings;

- Conceptual Framework
- Approaches Related to the Study
- Kinds of ICT for Teaching and Learning
- Benefits of ICT in Education; the learners context
- Benefits of ICT in the Teachers' Context
- Challenges of Using ICT in Education
- Summary of Literature Reviewed

Conceptual Framework

The place of information in human life can never be undermined. It is said that if one is not informed, one becomes deformed. Invariably, this simply means that a person cannot do anything effectively unless he or she has sufficient information.

To Murray (2011), Information and Communication Technology (ICT) is an extensional term for information Technology (IT) that emphasizes the role of unified communications. It is the integration of telecommunications (telephone lines and wireless signals) and computers. As well as necessary enterprise software, middleware, storage and audiovisual systems that enable users to access, store, transmit and manipulate information (www.wikipedia.org,2019).

Originating from the Latin word “informare” which means “give form to”. The etymology thus connotes an imposition of structure upon some indeterminate mass. The way the word information is used can refer to both “facts” in themselves and the transmission of the facts

The word information traces its origin to the Latin word “informare” which means “give form to”. Etymologically, this connotes that an imposition of structure upon some indeterminate mass. The way the word information is used can both refer to “facts” in themselves and the transmission of the facts. Thus, information contains a structure that has a meaning.

The second concept in the title of this study is communication. The word communication is derived also from the Latin word “communis” meaning “to share”. Communication requires an encoder, a message and a decoder. Here, the encoder is the sender or speaker. The message is that which is to be communicated while the decoder is the recipient of the message. Though, the recipient need not necessarily be present or aware of the sender’s intent to communicate at the time of communication; hence communication can occur across vast distances in time and space. Communication requires that the communicating parties share an area of communicative commonality. The communication process is complete once the recipient understands the message of the sender. Therefore, communication is the exchange of thoughts, messages or information either by speech, visuals, signals, writing or behavior. It is an intercourse between a sender and a receiver delivering a message. The term communication can also be used to mean a transfer or exchange of ideas, knowledge, beliefs, attitudes or emotion from one person or group of persons to another. It is the flow or exchange of information within people or group of people. It is a process by which meaning is assigned and conveyed in an attempt to create mutual understanding. The

process of communication requires a vast repertoire of skills in interpersonal processing, listening, observing, speaking, questioning, analyzing, gestures and evaluating, enables collaboration and cooperation. It includes verbal, non-verbal and electronic means of human interaction. It is the essence of human interaction and learning. It is sharing information whether in writing or speech.

Communication can occur instantaneously in closed, intimate settings or great periods of time in large public forums, like the Internet. However, all forms of communication require the same basic elements: a sender of the information, a message and a recipient or audience. The sender and recipient must also share a common language or means of understanding each other for communication to be successful. The act of communication begins with internal processing about information or feelings one wants to share with someone else (this is called encoding). After encoding, the message is sent through either spoken or written word, which completes encoding. At the other end of communication is receiving and interpreting what was sent (this is called decoding). The recipient or receiver can and

should confirm the receipt of the message for the sender to close the communication loop.

The last term feature in the study is Technology. The use of technology began with the conversion of natural resources into simple tools. The prehistoric discovery of the ability to control fire increased the available sources of food and the invention of the wheel helped human beings in travelling in and controlling their environment. Recent technological advancements, including the printing press, the telephone and the internet, have lessened physical barriers to communication and allowed humans to interact freely on a global scale. (Wikipedia, the free encyclopedia).

Technology is the making, modification, usage and knowledge of tools, machines, techniques, crafts, systems, and methods of organization, in order to solve a problem, improve a preexisting solution to a problem, achieve a goal or perform a specific function. It is properly defined as any application of science to accomplish a function.

There are handful of definitions of ICT in educational environments for teaching and learning. Njoku (2015) cites UNESCO (2002) defines ICT

as2 “forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means.” (p. 123). Christenson (2010) defines ICT as “technologies that provide access to information through telecommunications”. It is similar to information technology (IT) which includes the Internet, wireless networks, cell phones and other communication mediums”. This can be a general definition of ICT with the focus on communicational aspects which is an integral base for learning and teaching. According to the definitions of ICTs, educational environments or institutions can benefit from using ICTs since it provides students and teachers the ability to build and interactive and communicative environment through using ICT in schools, this study tries to show how those features of ICT can be used for the improvement of teaching and learning the English language in secondary schools in Olamaboro local government area of Kogi state.

ICT include any product which stores, retrieve, manipulate, transmit or receive information electronically in a digital form. Asabere Enguah (2012) defines ICT as the tools, facilities, processes and equipment that provide the required environment with the physical infrastructure and

the services for the generation, transmission, processing, storing and disseminating of information in all forms including voices, text, data, graphics and video.

Livingstone (2012, p.13) states that ICT includes technologies specific to the school environment (example interactive whiteboards) or applications used across formal or informal boundaries (e.g education games) and networked technologies. Similarly, to Hennessy, Ruthven and Brindley (2005, p.2), ICT encompasses the range of hardware (desktop and portable computers, projection technology, calculators, data logging and digital recording equipment), software applications (generic software, multimedia resources), means of telecommunication and information systems (Intranet and internet).

Also, Yunus, Nordin, Salehi, Sun and Embi, 2013 refer to Information and Communication Technology (ICT) as technological tools and resources which are employed to communicate, create, disseminate and manage information.

Approaches to the Study

The approach to the study is the Communicative Language Technology (CLT). Graham and Parry (2007) explains that the Communicative Language Technology (CLT) approach is learner-centered and emphasizes the use of language for communication in real-life situations. Those tasks that are presented according to this approach are set around the real-world tasks that a learner needs to do in the target language, rather, than around grammatical features. The role of the instructor in CLT is different from the traditional teaching methods. In the traditional classroom, the teacher is the focus and is solely responsible for the content of the course and the motivation of the learners, while in CLT, the teacher is a facilitator, more like a guide allowing learners to share responsibility, set goals, and take charge of their own learning. Communication is highly valued in CLT, however, grammar is used as a tool for communication not as a main point. Basically, it emphasizes using language appropriately in a range of social situations. Thus, learners must be put in authentic contexts and situations and teachers should cooperate with them to create opportunities for the students to practice the language in the classroom. Following these points

that CLT requires can motivate students as well as teachers while they are learning and teaching English language. The communicative approach basically depends on Constructivism Theory and a Constructivism Approach.

To (“ETEC510,”2016), Constructivism as a theory that supports the idea that learners make meaning of their learning based on interaction between their experiences and their reflexes. This theory was developed by Jean Piaget. According to this theory, learners depend on their realistic interactions as experiences in their lives. It is more of a student-centered approach. There are many tools to be assigned for language teaching, but technology has proven to be an effective tool with which to teach and learn languages using some CLT principles. Generally, students witness that technology paves the way for being motivated, improving their self-concept, experiencing more student-centered learning, as well as being a more active and engaged student. It is the teacher’s job to look for authentic activities to the students.

Technology can be used to provide a better communicative and interactive approach through ICTs (Akrawi (2011). However, those changes

are still in the beginning and need more time to be fully accomplished; there might be some teachers who are still in favor of the former method (traditional method). As a result, education needs to focus on using technology to come out of the stagnated traditional way of teaching and learning. Education tries to cope with the more student-centered method than a more authoritarian method. Under the light of such an approach this study shows one of the benefits and important usage of technology for enhancing learning and teaching as a second language with a more student-centered perspective.

Kinds of ICTs for Teaching and Learning

There are many kinds of ICT devices under different names. They might be used for different purposes for teaching and learning. Anderson (2010) shows an interesting figure of almost all the devices that are classified under the name of ICTs. Njoku (2015) classified different kinds of ICT that are usable for teaching and learning such as radio, television, videotape, audiotape, tape recorder, compact disc (CD), digital versatile disc (DVD), flash drive, telephone (both fixed line and mobile), satellite systems

and computer hardware, software and networks. Teachers and students got used to them because they might have used in their daily lives. These devices can play video, audio, and image files to improve the learners'. English language reading, writing, speaking and listening in the schools of Kurdistan.

Levy (2009) claims that computer and any electronic devices that are used for teaching such as multimedia, smart phones, tablets count as ICTs. The devices that he mentions can be used in various ways to motivate learning and teaching for teachers and students. The students might use applications such as Facebook which is commonly used among the students and teachers. In addition to that, Lomidades, and Demiray (2011) supports the idea by saying that social media applications such as Facebook and Wikipedia are useful tools of ICT for teaching and learning as they play a crucial role in keeping people connected.

Learning and Teaching Preferences

Presently, the method of teaching has undergone unique changes. Prior to this time, precisely in the 1980s -1990s before technology became so common, there were traditional ways of teaching or learning. The traditional way was entirely different from the modern ways of teaching (Communicative approaches). In some underdeveloped countries, teachers still follow the traditional ways of teaching (authoritarian ways of teaching), but in other developed countries such as the United States of America or most of the countries in Europe, they practice modern methods of teaching which is more interactive and communicative. Additionally, some people prefer to blend both the traditional and the modern methods of teaching.

There are many researchers who have painstakingly carried research on the benefits of technology for teachers. Njoku (2015) claims that ICTs help to manage and administrative big classes with a lot of students. It gives the teacher more prestige and power to administer his/her tasks in school efficiently. For instance, Njoku talks about LCMS (Learning Content Management System) and their authoring tools. The LMS and LCMS. Through using LCMS a teacher might be able to: create new content from gathering other content of other sources, manage and edit e-learning content,

prepare schedule of the courses and identify strategies of learning, administer students effectively, and make communication feasible through e-mail, chatting and forum. A teacher does not have to be proficient at using some of the tools to make the content of what the teacher wants to post. This tool can export content as self

Types of ICT Tools in the Teaching and Learning of English Language

Listed below are some the ICT tools and applications used in teaching and learning of English Language:

- **Computers:** This is obviously the most important tool of information and communication technology. It is the bedrock of modern human life. All modern communication processes are impossible without computers. It is indispensable in sorting, preparing, collecting and preparing of data for communication. It is vital in the development of listening and speaking skills. It is helpful in English language speaking and listening skills.
- **Lingua phones:** This is tool is highly necessary in language training of the students. A number of students can practice speaking and

Hearing drills with the help of lingua phones. It is especially useful in the training of English language listening and speaking skills.

- **Television:** The television is useful as a means of entertainment as well as education. It plays a crucial role in developing listening and speaking skills, useful in learning situational language as well as it is highly motivating also. It goes a long way in helping in understanding the language of mass media. Also, a large number of students maybe benefitted with the programs of television simultaneously. Many distance and open universities are running educational programs on television, such as Indira Gandhi National Open University, Maulana Azad National Urdu University etc. Also, during the Corona virus outbreak, most educational institutions made use of the television in educating their students. The television is an important tool of audio video conferencing. Live telecast of training and discussions are done through this.
- **Webinar:** A seminar done through online platform is called a webinar. A webinar is an interactive seminar conducted via the World Wide Web. It is a live presentation, lecture or work-shop

that happens in real time as users participate through chatting, video-chatting, file-sharing or asking questions with a microphone. Webinars play a long way in inculcating grammatical skills.

- **Language Lab:** Language lab is one of the modern technological teaching aids. The use of language lab plays a vital role in the learning of students. Basically, students have access to firsthand pronunciation of words as they tend to hear the original pronunciation and by imitating, sound like the native speakers of the language. Here, through the listening to audios they understand the different accents used. The students are able to speak and even record their voice thereby creating in the thrill feeling and more eagerness to learn. Language lab is exclusively result oriented. This is owing to the fact that it plays a key role in the learning process of English language. Presently, it has been proven that the language lab creates a better learning atmosphere than the traditional classroom. In recent trends, not only the audios but also, videos, flashed based games and internet is also imbibed in the lab materials.

- **Audio Books:** Audio books are specially created for learners of English language who crave to learn for learning English with stories. It is a recording of a book or other work being read out loud. A reading of the entire text is described as “unabridged”, while readings of shorter versions on the other hand are termed abridgements. Audio recordings are on CD or digital file of a book which are read aloud. The role of audio books with struggling second language learners cannot be over emphasized. It is powerful since they act as a scaffold that allows students to read above their actual reading level (Beers 1998:33, Chen Shu-Hsien 2004). Play way is the new arrival regarding audio books. Play way does not need a separate players and it is preloaded and ready to use.
- **Internet:** The internet pride itself as the most important facility of modern communication this is as a result of the fact all modern communication take place through it. It has successfully made the communication facility very fast, convenient, economic and

attractive. The internet has lots of facilities available for communication. Chief among them are:

- **Social Media:** The social is a medium for communication. It provides a platform for interaction among persons. It is a medium through which thoughts, ideas and information are communicated. There are various sites available on it ranging from Facebook to Twitter to Instagram, Whatsapp, Snapchat, amongst others. Students of English can leverage on the social media by adding themselves with the English language learning groups and grab the opportunity of sharing information.
- **Online Language Related Courses:** These courses are available on the internet space. Some of them are free which some demand payment before they can be accessed. Students can sign up with these courses and get educated or trained easily. Various agencies provide online courses. These agencies include: MOOC, NPTEL, HT's, Future Learn, Concordia University etc. Students can watch online and offline videos of language learning for the enhancement of their language skills.

Challenges Facing ICT Education in Nigerian Schools

Information and Communication Technology have to large extent advanced Western and Asian countries while Africa on the other hand still experience a lag in its implementation. Listed below are some of the challenges facing the implementation of Information and Communication Technology:

- **The lack of qualified Teachers with sufficient knowledge to teach ICT in schools**

With the advent of Information and Communication Technology, the demand for ICT learning has risen to high level and number of teachers trained to teach ICT cannot meet the demand. It is disheartening to know that there are more students whom are willing to learn how ICT works than there are teachers available to actually teach them. Livingstone (2012) claims that there are teachers who struggle with ICT because of their low level of ICT knowledge. As a result, they need to be trained and prepared for using ICTs.

Mirriaiahi, et al (2015) refers to the low level of digital or IT literacy amongst the teaching staff. They argue that teachers or the staff who is responsible for teaching should appreciate ICTs and literate themselves for better teaching with ICTs.

- **Lack of Computers**

Despite the charitable donations by Non-governmental organizations and other cooperate bodies, most schools still do not own computers for use by their students. This however is based on the exorbitant nature of computers. With the high price of computers, most schools especially schools located in rural areas in Nigeria cannot afford it. Hence, they may own one or two as against a relatively high population of students.

- **Technophobia**

Olamaboro LGA, is new to the process of embedding ICT the use of technology in the teaching and learning process. One of the major challenges that many learners and teachers have is the fear of technology otherwise known as technophobia. Many teachers and learners show little or no confidence while using technology in the classroom. Sadler, Boojawon

(2007) brings the definition of technophobia from Rosen and Weil (1992) as ‘...an anxiety about present or future interactions with computers... negative global attitudes about computers, their operation or social impact or self-critical internal dialogues during actual computer interaction or when contemplating future computer interaction.’ Jones (2013), states that being afraid of technology among teachers is expected and common. When teachers want to teach. This in itself means that they like teaching but not technology.

Talking about the types of teachers, Goodwyn, Adams and (1997) talk presents three types of teachers: the first are those teachers who are afraid of using technology because they are advanced in age and ICTs are an anxiety for them. The second types of teachers are the unresolved who are willing to change their concept of literacy, but with mixed feelings or doubt. The third type of teachers can be regarded as the optimists or the pro ICT teachers who believe that ICT truly support the teaching and learning of English language.

- **Lack of Electricity:** The challenge of power supply has always been a problem in Nigeria. Nigeria, being a developing country, the government has not been able to connect all parts of the country to the national electricity grid. Hence, schools that fall under such areas are rendered incapacitated as they are not able to have access to electricity. For instance, Emakwacha village in Olamaboro local government area been a very remote place with serious electricity challenge has its schools in shambles. The problem of electricity here is really devastating leaving behind a serious problem of rendering schools here handicap and not able to fully use computers.
- **Increased moral decadence**

The use of the internet to engage pornography, cyber-crime and other antisocial behaviors, is a cause for alarm. Today, the purpose of the internet have been greatly abused. The internet which was originally created for positively is now a tool for the perpetuation of all kinds of heinous crime ranging from cyber-crimes otherwise known as “yahoo” have almost become a norm in today’s world as people are swindled of their hard earned

money, youths are caught in the web of pornography amongst other things. All of these acts perpetuated through the use of ICT is a cause for serious concern.

- **Network hitch**

Network though, may sound trivial, but is a challenge to the implementation of ICT. Network hitch often result in slow or no connection to the internet space. A lot of schools are not able to connect to the internet space due to the high cost involved in the connectivity. On average, it costs an estimate of \$150 monthly to connect to 15 computers on bandwidth of 128/64kbps, this as an outrageous amount for such a slow speed.

- **The culture of the School**

Sticking to the norm can be very dangerous especially in an age where technology pervades. Hotstede (1980, pp.21-23) defines culture as “the collective programming of the mind which distinguishes the members of one group from another”, which is passed down from generation to generation, it

is changing all the time because each generation adds something to its own before passing it on.

Ahmed (2015) and Fu (2013) indicate that if a school does not have a literature to create a culture and make teaching staff believe in ICTs, then the attempts will go in vain. Consequently, it is the duty of the administration of the school to encourage that and work for it. Hence, secondary schools in Olamobro LGA ought to work on how to inculcate ICTs in their schools since it is kind of new to the atmosphere.

Summary of Literature Reviewed

This literature review was carried out grouped into eight distinctive headings: Conceptual framework; approaches related to the study; kinds of ICT for teaching and learning; learning and teaching preferences; benefits of ICTs in education and the learners learning context; benefits of ICT in the teachers 'Context; Mutual Benefits of ICTs for Teachers and Students; and Challenges of Using ICT in Education.

Information is knowledge communicated or received concerning a particular fact or circumstance. It is knowledge gained through research,

instruction, etc. Information is any pattern that influences the formation or transformation of other patterns. Communication is the act of transferring information from one party to another in such a way that that which is said is understood and acted upon. Technology is the systematic application of scientific or other organized knowledge to practical tasks. Technology is the application of scientific knowledge to the practical aims of human life. Information and Communication Technology is an electronic based technology used to collect, process and package information as well as provide access to knowledge. ICT is basically made up of three components which are: computer, telecommunication and Internet. A Computer seen as an automatic electro-mechanical device that follows instruction stored within it to capture, store and process data and display information.

In conceptual framework, the implication of social learning theory to this study is considered. The implication of social learning theory which states that learning is better achieved by imitation, interaction and modeling, is the use of modeling environment on the computer (ICT facility) allows the learners to develop a very deep sense of understanding of the concept involved.

In empirical studies, the researcher looked at the studies that had been carried on the prospect of ICT in teaching and learning English language in secondary schools Olamaboro LGA, Kogi state.

CHAPTER THREE

METHODOLOGY

This chapter focuses on the methods and procedure that were employed in the course of this study. It is divided into the following sub-distinctive headings:

- Research Design
- Population of the study
- Sample and Sampling procedure
- Validity of Instrument
- Reliability of Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

This study adopted the survey research design. The driving force behind adopting this research is to assess the opinions, feelings and thoughts of the targeted population. The survey presents a probe of the state of affairs

as they exist at a given time. This survey is used in this study since it will enable the researcher to have direct contact with those whose responses will be relevant in the study.

Population of the Study

The population of the study comprises of fifteen (15) secondary schools in Olamaboro Local Government area of Kogi state. There are thirty-two (32) secondary schools in Olamaboro LGA with an approximate population of six hundred (600) students. The population of English language teachers available to these schools is estimated to be 20 (Kogi State Ministry of Education 2017/2018).

Sample and Sampling Procedure

The sample for this study is senior secondary school two (SSS 2) students selected from secondary schools in Olamaboro Local Government Area of Kogi State. Out of the thirty-two secondary schools in Olamaboro Local government area, fifteen (15) schools will be used in the course of this study. The schools consist of both private and public schools.

The simple random technique was employed in the study to see to it that population of this study constitutes of four selected secondary schools in Olamaboro Local Government Area and a sample size of one hundred was randomly picked from five secondary schools with twenty students' from each school.

Research Instrument

The instrument for the collection of is a questionnaire as well as an actual classroom observation. The questionnaire designed for this research is grouped into two. One is a student questionnaire that seeks to find out the Factors Affecting Effective Learning of English Language while the other is the teachers' questionnaire that looks at the Factors Affecting Effective Teaching of English Language. The student questionnaire is divided into Section A and B. The same goes for the teachers' questionnaire which is also divided into Section A and B.

Section A of the students' questionnaire was designed to generate personal information of respondents and therefore deals with demographic data such as sex and age of the respondent. In Section B, the main focus is

on the opinions of students' concerning the effectiveness of their English teacher, availability of instructional materials especially those that are ICT related, the use of these ICT materials and the learning environment of their schools.

The teachers' questionnaire also made up of Section A and B. Section A consists of items seeking the teachers' personal data and availability of ICT related instructional materials at their disposal while Section B seeks their views on the impact of variables such as school environment, teaching facilities and teaching experiences as they affect students' effective learning of English language.

Validity of Instrument

The instrument after construction was validated by the researcher's supervisor to ensure that the questionnaire measure what it is supposed to measure. The contributions obtained were used to improve the item quality and validity.

Reliability of Instrument

The reliability of the research instrument was ascertained using the test re-test reliability method. Simple percentage and frequency table was used to compute the reliability.

Method of Data Collection

The research instrument was self-administered to the respondents by the researcher personally after explaining the purpose of the study. The researcher guided the respondents on how to answer the questionnaire. The research instruments were collected from the respondents immediately by the researcher after they have given their responses.

Method of Data Analysis

The method of data analysis adopted was percentage and frequency tables, they were used to analyze the data obtained from the respondents.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter centers on the presentation of the analyses of data generated from the responses of the respondents based on the research questions arising from the questionnaire. The data collected was analyzed using frequency distribution table and simple percentage.

Demographic

A total of one hundred and eighty students were asked for the study. Their sex distribution is seen in the table below:

Table 1

Schools	Number	% Percentage
Male	42	42%
Female	58	58%
Total	100	100%

The table above shows that out of 100 students randomly selected for the study, 42% of them are male while 58% of them are female.

Table 2

Research Question 1: What are the ICT facilities available in secondary schools in Olamaboro local government area of Kogi state?

S/N	ICT FACILITIES	YES	%	NO	%
1	Computer	30	30	70	70
2	Television	48	48	52	52
3	CD/Audio/Flash Player	0	0	100	100
4	Cellphones	15	15	85	85
5	Lingua Phones	0	0	100	100
6	Overhead Projector	5	5	95	95
7	Headset	2	2	98	98

From the table above, based on the research question two, the available ICT facilities in the secondary schools in Olamaboro local government are: Computer, television, Cellphones, Overhead projector and headset with a percentage of 30%, 48%, 15%, 5% and 2% respectively. Apart from these facilities, others are not available.

Table 3

Research Question 2: To what extent have the Government and society at large recognized the significance of ICT in teaching and learning?

S/N	Items	Yes	%	No	%
1	Non-governmental organizations donate ICT facilities to schools	60	60	40	40
2	Government support and provide ICT facilities to schools	30	30	70	70
4	Alumni/old boys of the schools donate ICT facilities to the school	0	0	100	100
5	PTA contribute to the acquisition of ICT facilities to the school	72	72	28	28

From the table, it can be deduced from the first item found on the table that the 60% of the respondents claim that non-governmental organizations support and provide ICT facilities while 40% dispute this view. Also, from the second item, 30% of the respondents are of the opinion that the

government support and contributed to ICT facilities in schools while greater population, summing up to 70% think otherwise. Again, 72% Of the respondents believe that Parents, teachers association (PTA) support and contribute in providing ICT facilities in schools while 28% of these respondents do not share the view. Finally, all the respondents agree that the alumni or old boys group do not support or contribute towards ICT in schools. From the table, it can be ascertained that both the government and society at large recognize the importance of ICT in teaching and learning in secondary schools in Olamaboro Local Government Area.

Table 4

Research question 3: Does ICT have any Positive Impacts in the Teaching and Learning of English language?

S/N	Response	Frequency	Percentage
1	Yes	100	100
2	No	0	0%
	Total	100	100%

From the research question 3, higher population of the respondents agreed to the opinion that truly, ICT have positive impacts in the teaching and learning of English language with the totality of 100% while none of the respondents disputed this assertion that ICT have impacts in the teaching and learning of English language. This therefore implies that the use of ICT has a greater impact in the teaching and learning of English language in secondary schools.

Table 5

Research Question: What are the problems associated with the use and implementation of ICT?

S/N	Items	Yes	%	No	%
1	Lack of Trained Personnel	82	82	18	18
2	Having Access to ICT devices	25	25	75	75
3	Technophobia (Fear of Technology)	84	84	16	16
4	Poor Maintenance	75	75	25	25

Table 5 above reveals the percentage responses of respondents on the problem of the use and implementation of ICT. The first item shows the lack of trained personnel with ICT skills with the percentage of 82%, from the second item. 75% of the respondents do not have access to ICT devices. From the third item, 84% of the respondents are faced with technophobia which is the fear of technology. The fourth item reveals that 75% of the respondents agree that the available ICT facilities are poorly maintained.

Discussion of Findings

The discussion of the findings obtained was formed based on the analyzed data that was collected from the respondents. The result reveals that the available facilities at the disposal of students and teachers for the teaching and learning of English language in secondary schools in Olamaboro local government area of Kogi state are Computers, Television, Cellphones, Headsets and overhead projectors. The other ICT facilities listed in table two are not found in the secondary schools. ICT facilities ought to be provided in all schools if students are to have a sound knowledge of it especially in a time like this when the world is a global village. Judging from

Illoanusi and Osuagwu (2011), Information and Communication Technology (ICT) applied to education enhances the delivery and access to knowledge and improves the curriculum. ICT plays a vital role in influencing the quality of teaching and learning. There will always be a major discrepancy and the difference is always vivid when ICT is used in teaching as opposed to teachings without ICT.

In table 4, the findings revealed that ICT has a greater impact in the teaching and learning of English language in secondary schools. From the important role ICT plays in teaching and learning, it is very crucial that both teachers and students inculcate the necessary skills needed to effectively use it as acquiring these skills will make it easier to teach and learn with ICT and also make teaching and learning easier and more fun. According to Illoanusi and Osuagwu (2011) it encourages critical thinking and offers unlimited means of achieving educational goals.

From the findings obtained in table 5, it can be seen that there are problems associated with the use and implementation of ICT in the teaching and learning of English language in secondary schools in Olamaboro local

government area. The problems include not having access to ICT devices, lack of ICT skills and trained personnel, fear of technology (technophobia) and poor maintenance of ICT facilities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The sole purpose of this study is to evaluate the prospects of ICT in the teaching and learning of English language in secondary schools in Olamaboro Local Government Area of Kogi State.

The following sub-headings are discussed extensively in the course of the literature review:

- Conceptual Framework
- Approaches related to the Study
- Kinds of ICTs for Teaching and Learning
- Learning and Teaching Preferences
- Benefits of ICTs in Education: The learners 'Learning Context
- Benefits of ICTs in Teachers' Context
- Mutual Benefits of ICT for Teachers and students
- Challenges of Using ICTs in Education

The descriptive survey research design was employed for the research. The questionnaire, being the research instrument of the study was collected immediately after the respondents have given their responses by the researcher and the simple frequency count and percentage was used for the analysis data.

The following research questions were raised in the course of the study:

1. To what extent have the society and government recognize the significance of ICT in teaching and learning English language?
2. What are the ICT applications available in schools?
3. Does ICT have any positive impact in teaching and learning of English language?
4. What are the problems associated with the use and implementation of ICT?
5. Does the Government or school administration support using technology in schools?
6. What are the demerits of ICT?

From the research questions of the study, the following findings were gathered by the researcher:

It is vital that school administrators take into cognizance the importance of acquiring ICT facilities that are lacking in their schools. Also, teachers of the English language should ensure that they utilize the available ICT facilities while teaching as this will go a long way in kindling the interest of students in ICT and also help them combat the challenges that technophobia (the fear of using ICT) comes with. In addition, it is necessary that school administrators make conscious effort to tackle the factors that hinder the effective use of ICTs in schools.

Conclusion

This study is centered on the prospects of ICT in the teaching and learning of English language in secondary schools in Olamaboro Local Government Area of Kogi State.

The target population consists of 150 students and 25 English language teachers. 50 students and 12 teachers were sampled. A questionnaire was

administered to the students and teachers. The data was analyzed using the simple percentage and mean scores where applicable.

Judging from the analysis and discussion of findings attained, the researcher observed that ICT facilities are scarcely adequate for the schools and the available ones are hardly put into use by the teachers.

Certain factors such as technophobia, lack of ICT knowledge, electricity problem, network hitch and high cost of computers inhibit the effective use of ICT in the teaching and learning of English language in secondary schools in Olamaboro local Government Area.

Recommendations

From the findings of the study, the following recommendations were made in order to improve the ICT usage in Olamaboro local Government Area.

1. The school administrators should write to Non-governmental organizations (NGOs) to provide ICT facilities for their schools
2. There should be constant supply of electricity to aid the effective use of ICT.
3. Staff and students should be properly oriented on the use of ICT.

4. School administrators should write to the government to provide ICT facilities for schools.
5. ICT facilities should be effectively used during teachings and classroom interactions.
6. Students should be encouraged to take computer learning programs and visit cyber cafes to use the technological resources available for effective spoken English practices like audio blogging, video casting and voice chatting.

Suggestions for Further Study

Owing to the fact that this study was limited to only senior secondary schools in Olamaboro Local Government Area of Kogi State, I will suggest that more researches be conducted on the prospects of ICT in the teaching and learning of English language in schools in Kogi state and consequently, schools in Nigeria as a whole.

I will also suggest that the researches on the prospects of Information and Communication Technology be looked into keenly as ICT has proven beyond all reasonable that it has come to stay.

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APPENDIX
QUESTIONNAIRE

Department of Educational Foundations,
Faculty of Education,
University of Benin,
Benin City.
Edo State.
13th December, 2022.

Dear Respondent,

REQUEST FOR THE COMPLETION OF RESEARCH
QUESTIONNAIRE

I am a final year student of the above named department and institution currently conducting a research on: **The prospects of ICT in the teaching and learning of English language in secondary schools in Olamaboro Local Government area of Kogi State.**

Please, kindly answer the questions provided in the questionnaire as honestly as you can. This is strictly an academic enquiry and your frank response will be highly appreciated and treated in the strictest confidentiality.

Thank you for your cooperation.

Yours faithfully,

Benjamin Esther Ikoojo

SECTION A (PERSONNAL DATA)

To what Extent have the Society and Government Recognize the Significance of ICT in Teaching and Learning?

S/N	Items	Y	N
10	PTA contribute to the use of ICT in your school		
11	The Government or ministry of education provide ICT for teaching English language in your School		
12	Non-governmental organizations provide ICT for your school		
13	Old boys or alumni of your school support or provide ICT facilities for your school		

14. Does ICT have any Positive Impact in Teaching and Learning English language? Yes () No ()

Tick (✓) where appropriate

What are the Challenges associated with the Use and Implementation of ICT?

S/N	Items	Yes	No
15	Lack of sufficient ICT facilities		
16	Electricity issues		
17	Lack of trained personnel skilled in ICT		
18	Poor Maintenance Culture		
19	Technophobia (Fear of using ICTs)		

20. Does your School Administration implement ICT in teaching English language in class? Yes () No ()

SURVEY SAMPLE FOR TEACHERS

SECTION A (PERSONAL DATA)

1. Name of School.....
2. Gender
3. Qualification: NCE () B.ED () B.A () M.ED () others
(please specify).....
4. Experience 1-5years () 6-10years () 10years and above ()
5. Area of specialization: English () other Art Subjects
(specify).....
6. Are instructional materials available for teaching English language in
your school? Yes () No ()

SECTION B (RESEARCH DATA)

Please, indicate how often you utilize the following in the course of teaching

S/N	ICT Facility	Very Often	Often	Occasionally	Never
7	Computer				
8	Language Laboratory				
9	Television				
10	CD/Audio/Flash				
11	Overhead Projector				
12	Headset				
13	Whiteboard				
14	Record Player				

TICK (✓) WHERE NECESSARY

S/N	How Does ICT Influence Teachers' Effectiveness In Teaching English Language?	Very often	Often	Occasionally	Never
15	It is easier for students to remember what has been taught when they are taught with ICT facilities				
16	If ICT facilities are available, the academic performance of students in English language will be improved				
17	ICT devices give students the opportunity to express themselves during learning				
18	Teaching with ICT makes the teaching process easier for the teacher				
19	Improvement in the knowledge and skills of the language is faster with the use of ICT facilities				
20	Teaching with ICT creates eagerness in the students to learn				