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**Use of Electronic Devices in the Teaching and Learning of the English Language in Oyo
State Senior Secondary Schools**

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Abstract

Purpose: The dwindling standard of Nigerian students' performances in SSCE English language has become worsened. As a result, this study will focus at employing electronic approach in language teaching called Computer Assisted Language Teaching (CALL) to improve the learners' poor performances in WASSCE, NECO and UTME and other English language external examinations. Computer Assisted Language Learning (CALL) is a novel electronic approach to language pedagogy being introduced in 1980s in Deakin University, USA was used in this research as a theoretical tool.

Methodology: This research used Brade's (2007) teleconferencing and Sussaine Herring's (2001) Computer Assisted Language Learning (CALL) as theoretical framework for the study. Coupled with this, questionnaires was administered among 360 students and 36 teachers from 18 purposively selected senior secondary schools in Oyo State. Stratified randomly sampling approach was used in selecting the respondents. Besides, electronic tools like projector and other power-point gadgets down-linked equipment gadgets that are used in electronic language teaching called tele-conferencing was purchased for teaching the respondents. A lecture room was furnished for keeping the gadgets purchased and for using video or tele-conferencing in language teaching in teaching the respondents.

Findings: The findings revealed that this electronic approach to English language in Nigeria has improve the poor standard of students' performances in external examinations like WASSCE, NECO and also improve students' communicative and linguistic competence in English language in Oyo State.

Unique Contribution to Theory, Practice and Policy: The government and educational authorities in Oyo State should prioritize investments in digital infrastructure, including providing schools with an adequate number of electronic devices and ensuring reliable internet connectivity. This will facilitate seamless integration of technology into the teaching and learning process.

Keywords: *Teleconferencing, English Language Pedagogy, Communicative Competence, Call*

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INTRODUCTION

The teaching of English as a second language in Oyo State and Nigeria at large is facing series of hydra-headed problems. Among different methods which are often adopted in the pedagogy of English in Nigeria are bilingual approach, audio – lingual method, audio – visual method, grammar– translation approach, communicative competence approach, and computer mediated method. The use of electronic approach in the teaching and learning of English involves the employment of automated gadgets such as multimedia, Internet and computer in the teaching and learning of the language. This method has been in use not only in Oyo State Senior Secondary Schools but throughout Nigeria (Raji-Oyelade, 2014).

However, the application of the use of electronic gadgets in the teaching and learning of the English Language is bedeviled by series of problems such as insufficient computer – literate English teachers, epileptic power supply, scarcity of text books, insufficient gadgets, insecurity problems, lack of funds, inconsistent education polices, and socio – political problems.

Many schools that have been equipped with electronic gadgets to teach the English Language in Oyo State are now suffering from scarcity of such gadgets because they have been destroyed by hooligans and bandits. Rural schools that lack power supply in Oyo State suffer from lack of electronic gadgets like computer, ipads, multimedia, etc to teach English as a second language. Besides the foregoing, most of the schools that enjoy electronic gadgets in Oyo State and Nigeria at large are troubled by insecurity problems which often make those automated tools to be destroyed by bandits.

As a result, this paper focuses at conscientising the education policy makers in Oyo State about the need to properly introduce the electronic gadgets in the full implementation of the government education policies. This paper equally focuses at filling the existing gap in research in language pedagogy, as well as extending the research in Computer Assisted Language Learning (CALL)

Statement of the Problem

The standard of students performance on the WASCE and SSCE English Language drastically fallen. The currents WAEC Chief Examiner’s Report on English Language record that more than sixty percent of candidates who sat for WASSCE could not make a credit pan on the subject. Many of Nigerian university graduates are not properly proficient in the use and usage of the English Language. As a result, one feels that the introduction of electronic gadgets in the teaching and learning of the English Language in Nigeria will improve the poor standard of students’ performances in the English Language examinations.

Besides, it was discovered that use of ICT and electronic gadgets have been in use in Nigerian banking administration and election system. It will be essential to also properly extend its usage to the teaching and learning of English Language. It has also been observed by Aremu (2012) that all Oyo State Unity School enjoys the use of electronic gadgets in the teaching and Learning of English language with the exclusion of rural and semi-rural secondary schools. Apart from the foregoing, it has been observed by Aremu (2015) that many secondary schools in Oyo State lack computer literate English language teachers.

As a result, this paper attempts to fill the existing research gap in the use of electronic gadgets in the teaching and learning of English language in Nigeria. Apart from Aremu (2015) that examines the students’ perception of the use of electronic media in ELT large clashes in South-western Nigeria Colleges of Education from Southwestern Nigeria and the theoretical foci of

Brade's (2007) video conferencing, Kasper's (2011) pragmatic competence and Hyme's (1972) communicative competence, scanty full-blown research exists on the use of electronic devices in the teaching and learning of the English language in Oyo State Senior Secondary Schools. As a result, this study attempts to fill the existing research lacuna in Computer Assisted Language Learning (CALL) by examining the employment of electronic tools in the pedagogy of the English language in Oyo State Senior Secondary Schools. The study is significant because it will extend research in the use of electronic tools in language pedagogy.

LITERATURE REVIEW

Different scholars have examined the use of computer-mediated discourse in communication and pedagogy. Examples of such are Durrant and Green (2001), Gruber (1998), Herring (2001), Taiwo (2010), Ansley and Bull (2006), Egbe (2009), Muzhir, Raheem & Ghani (2013), Kasper (2001), Raji – Oyelade (2004), etc Herring (2001) states that computer assisted Language teaching implies the application of automated gadgets like computer / laptops, Ipad, projector, tablet, padcasts, multimedia, etc in the teaching and learning of language.

Durant and Green (2001) study the methods of meeting the new challenges in the new literacies and new technologies in school education, while Victoria Alabi (2005) examines the new Global System of Mobile Communication (GSM) in Nigeria. Ansley and Bull (2006) study the changing literacies in the new teaching and learning multi – literacies, while Aremu (2012) examines the problems and prospects of using electronic media in the teaching and learning of English in a Nigerian second Language context. Gruber (1998) studies the Computer – Mediated Communication in scholarly discourse, while Aremu (2015) examines the students' perception of the use of electronic media in large classes in Southwestern Colleges of Education. In Aremu (2015), data were gathered among 180 randomly sampled Students that offer different courses but offer Use of English as a GSE course in the School of Education. The data were analysed through the statistical tool of pie chart, While the theoretical framework for the study were Brade's (2007) tele conferencing and Kasper (2011) pragmatic Competence. According to Goteng (2014), the use of electronic gadgets like ipads, laptops, computer, projector, tablets, padcasts, and video – conferencing are newly introduced modern technologies in language pedagogy in Nigeria. It has been observed by this research that scanty study exists on the use of electronic gadgets in the teaching and learning of English language in Oyo State senior secondary schools. Hence, this study will attempt to fill the existing research gap in Computer Assisted Language Learning (CALL).

Theoretical Framework

Theoretical framework for this study was focused on Brade's (2007) teleconferencing or video-conferencing and Herring's (2001) Computer Assisted Language Learning (CALL). Herring's (2001) Computer-Mediated Communication implies the employment of automated tool that is computer, in communication. It is also refers to ICT, (i.e Information and Communication Technology), which has been defined by Rodriguez and Wilson (2000) as "a set of activities that is facilitated by electronic means of processing, transmitting and displaying information". Reid (2002) cited from Aremu (2015, p.4) states that ICT comprises of packages and applications like CD-ROM, Video-conferencing, projector, multimedia resources, generic software applications, etc. Electronic documents (e-documents) abound in ICT in form of e-journal, word processors, animation, websites, graphics, Microsoft word processors, and so on. ICT is often used in virtual discourse through the digital tools like 2go, Youtube, Facebook, Linked-in, Twitter, etc. ICT is used as an electronic source of information in language

engineering and languages pedagogy (Aremu, (2015, p.4). There are two groups of ICT users in contemporary Nigeria: (i) technophobes and (ii) technophiles. Technophobes are those who fear the threat of the overwhelming force of electronic media, while ‘technophiles’ are those who embrace the change which digital culture brings and endeavours to understand the facility of the technological shift (Aremu 2015, Raji – Oyelade, 2014).

There are four groups of ICT users in Nigeria, i. e – literate illiterates, ii. e – literate literates, iii. e – dependants and iv. illiterate e – literates ‘E – illiterates’ are those that could effectively use ICT but who lacks the necessary western education, while e – literates- literates are those who has ICT knowledge and could also read and write in English as a second Language ‘E - dependents’ are those that lack ICT Knowledge but rely on the assistance of others to help them do it, While illiterate e – literates are those who couldn’t read or write and also are not ICT proficient.

ICT usage have been extended to teaching and learning of Second language like English in Nigeria, Ghana, Kenya, South Africa and foreign Languages in China, Germany, Russia, etc. Herring (2001) States that Computer Assisted Language Teaching (CALL) implies the application of computer in language pedagogy. This is called Computer – Aided Instruction (CAL) by Americans. CALL embraces a wider – ranging of ICT applications to the teaching and learning foreign language (Levy 1997, p.1). CALL was introduced to British education in 1960s with the use of traditional Drill and Practice Programme. However, in modern age web – based learning corpora and concordances, interactive whiteboards, Computer – Mediated Communication (CMC) and Mobile assisted language Learning (MALL) are used. Computer Assisted Language Instruction (CALL) which was much more teachers’ centred had been in existence before CALL. This made many English Language teachers to reject it and embrace CALL which was adjudged to be students’ centred. (Davies and Higgs, 1985). Technology – Enhanced Language Learning (TELL) emerged in 1990s.

The current CALL is characterized by interactive and individualized learning. There are three types of CALL:

- (a.) Behaviouristic CALL,
- (b.) Communication CALL and
- (c.) Integrative CALL.

In Behaviouristic CALL, the computer presents a stimulus while learners provide the response. It came during the era of mainframe computer between 1950 – 1960s.

In Communicative CALL, the focus is on communicative approach. Communicative approach to language focuses on language analysis. The Communicative CALL was introduced in 1970s and 1980s in Britain and the US. Integrative CALL was introduced in 1990s which coincides with the invention of multimedia.

Besides, Brades (2007) teleconferencing which is also a part of the theoretical framework for the study implies the use of technology to transmit course content to students who are physically present in other locations. This modern method of teaching language was introduced in Deakin University, USA. Deakin University has over 150 rooms across four campuses equipped to teach by Video – conferencing or Echo System. In ‘video’- or tele – conferencing is an ICT package often used to teach large classes of students (Aremu, 2015), students in different classrooms, students in different campuses or students in different towns and cities. It is applicable to the teaching and learning of English as a Second Language in Oyo State and

Nigeria at large. It could be adopted as a tool for training and re-training of English Language teachers in Oyo State in which lecturers in Department of English of Oyo State College of Education, Lanlate acted as facilitators.

Significance of the Study

This study is significant at expanding the terrain of research in electronic – learning, digital communication and Language engineering. It is also useful at filling the existing research gap in electronic Language Learning in Nigerian socio – cultural contexts. This work helps to develop the learners’ pragmatic and communicative competence in English as a second language in Nigeria. Besides the foregoing, it is also useful at advancing Nigeria’s technological and scientific knowhow. Coupled with this, advancing in ICT, digital and electronic use in language learning assists in developing the nation’s technology and economy.

Research Questions

This study was utilised to proffer solution to the following research questions (RQS):

- i. Do Senior Secondary Schools in Oyo State have sufficient ICT and electronic gadgets like power point gadgets, video – conferencing package, computers, and ipads?
- ii. Are there available ICT or electronic-learning room where projectors and other computer assisted language learning (CALL) tools are kept in Oyo State senior secondary schools?
- iii. What problems impinge the proper use of electronic gadgets in the teaching and learning of English Language in Oyo State Senior Secondary Schools?
- iv. Are there competent and sufficient computer – literate English Language teachers in Oyo State secondary schools?
- v. What can state government do to assist in encouraging the use of ICT package of teleconferencing in Oyo State Senior Secondary Schools?
- vi. What effects will be brought by the use of electronic gadgets in the English language pedagogy in Oyo State Secondary Schools to the state, and Nigeria as a nation?

METHODOLOGY

Methods of gathering the data was through the administration of questionnaires among three hundred and sixty students’ respondents and thirty – six English language teachers from eighteen purposively selected senior secondary Schools from six educational Zones from Oyo State, Nigeria. Respondents were selected through stratified random Sampling technique. The Senior Secondary Schools where the questionnaires were administrated are *Idito High Schl, Idito, Ibadan; Iroko Community Grammar Schl, Iroko, Ibadan; Igbo Elerin Grammar School, Ibadan; Queen School Apata; Govt College, Ibadan; Ibadan Gram Schl, Ibadan; Bapt high School, Ogbomoso, Ogbomoso; Girls’ High School, Ogbomoso, Muslim Grammar School, Ogbomoso; Ladigbolu Gram Schl, Oyo; Awe High Schl, Aawe; Olivet Bapt High Schl, Oyo; Iseyin District Grammar Schl, Iseyin; Okeho – Iganna Gram Schl, Okeho; Bapt High Schl, Saki; Lanlate High Schl, Lanlate; Obaseeku Grammar School, Eruwa and Igboora High School, Igboora.*

Questionnaires were analysed through the frequency Counts and pie chart. The theoretical framework for the study hinged on Sussaine Herring’s (2001) Computer Assisted Language Learning (CALL) and Brade’s (2007) teleconferencing. Besides, power-point and down-

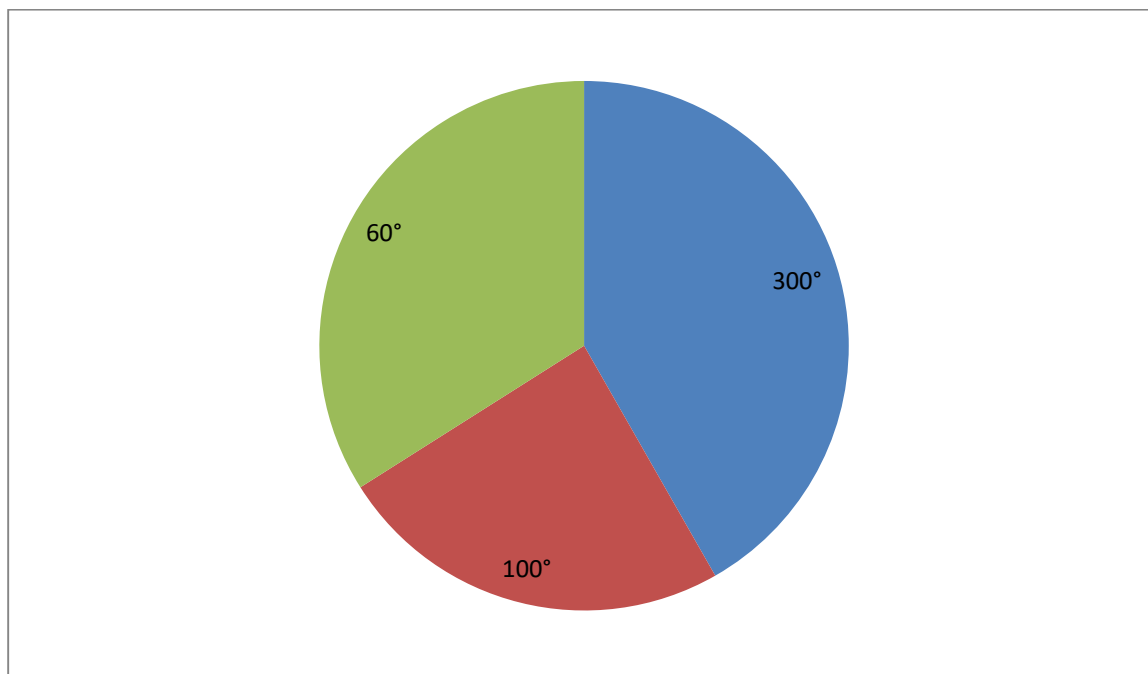
linked or teleconferencing gadgets were purchased and used to teach the students' and teachers' respondents separately on modern electronic language learning. A lecture room was used to furnish and equipped with ICT tools to teach the English language so as to improve the respondents' communicative competence in the language. This e-learning room was also used in re-training English language teachers in Oyo State on modern automated method of teaching the English language. 18 English Language Teachers were purposively sampled from 6 education zones in Oyo State for E-learning training. These teachers were used to re-train their colleagues in their zones. Besides, 18/students were purposively sampled using their education performances for the basis of selection from 6 education zones to learn how teleconferencing can be used to learn the English Language through Whatsapp Online Application, Youtube and Projector. The Students were also taught on the use of computer based test for answering questions Use of English in UTME.

ANALYSIS AND DISCUSSION OF FINDINGS

The following are our findings.

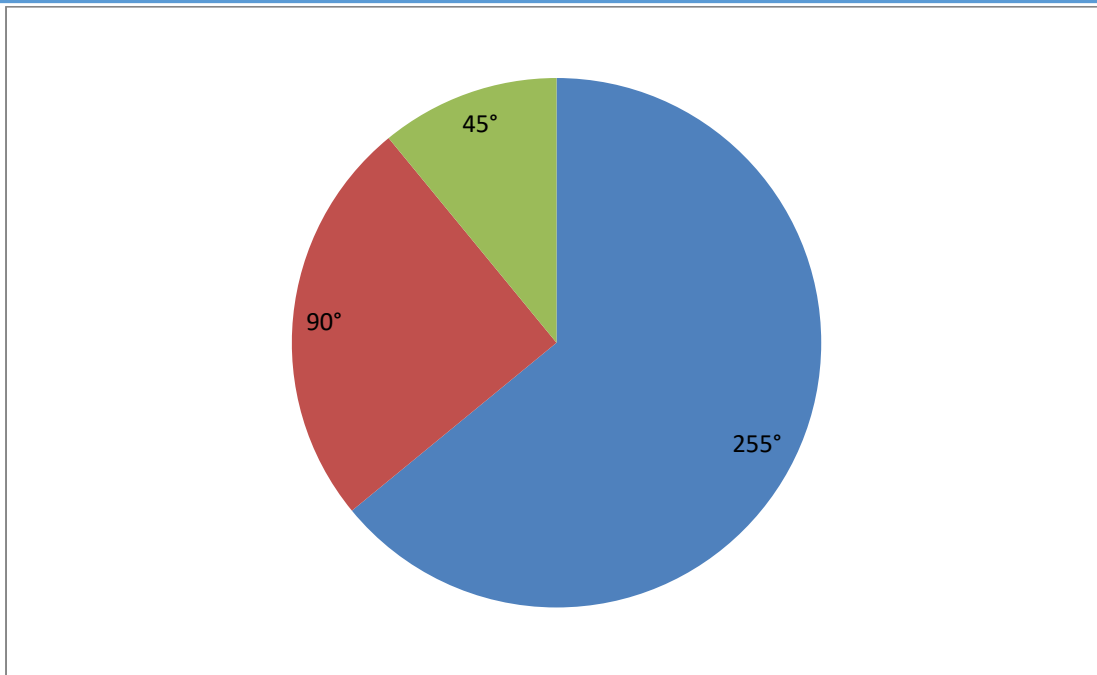
From the statements generated from research questionnaires:

Statement 1: There are enough ICT/ electronic gadgets to teach English in Oyo State secondary schools. Out of 360 respondents. The following are responses of students in degrees. 100 degree of students agreed that the gadgets is enough to teach English, 300degree disagreed, while 60 were neutral.

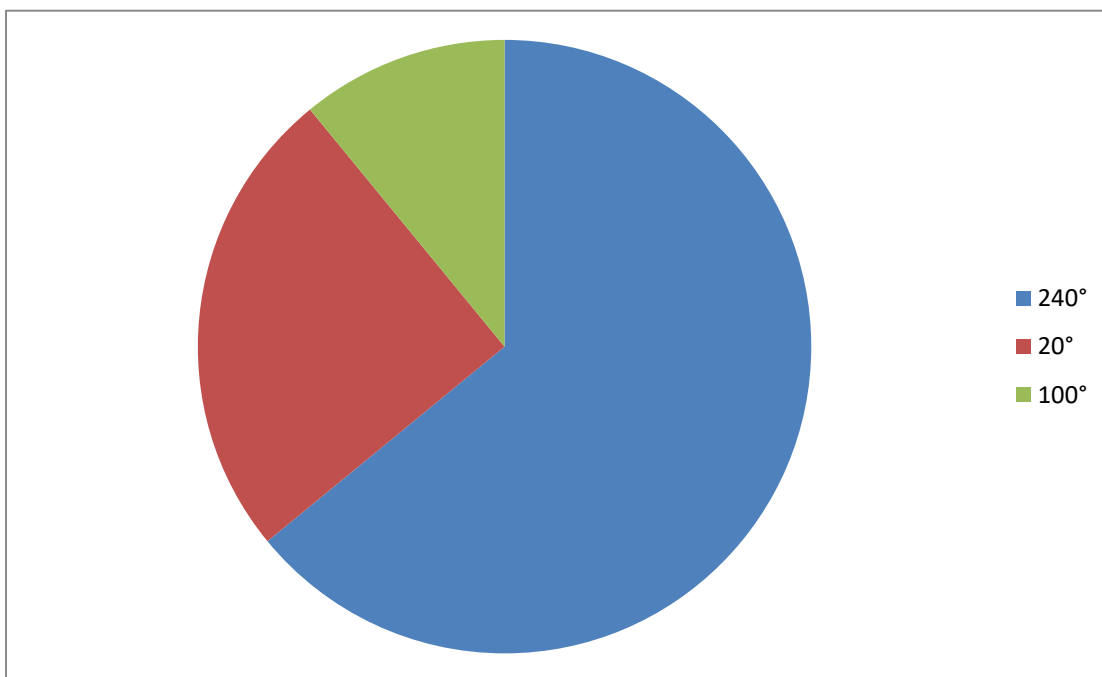


There Are Enough Well Equipped ICT class Rooms in Oyo State Secondary Schools

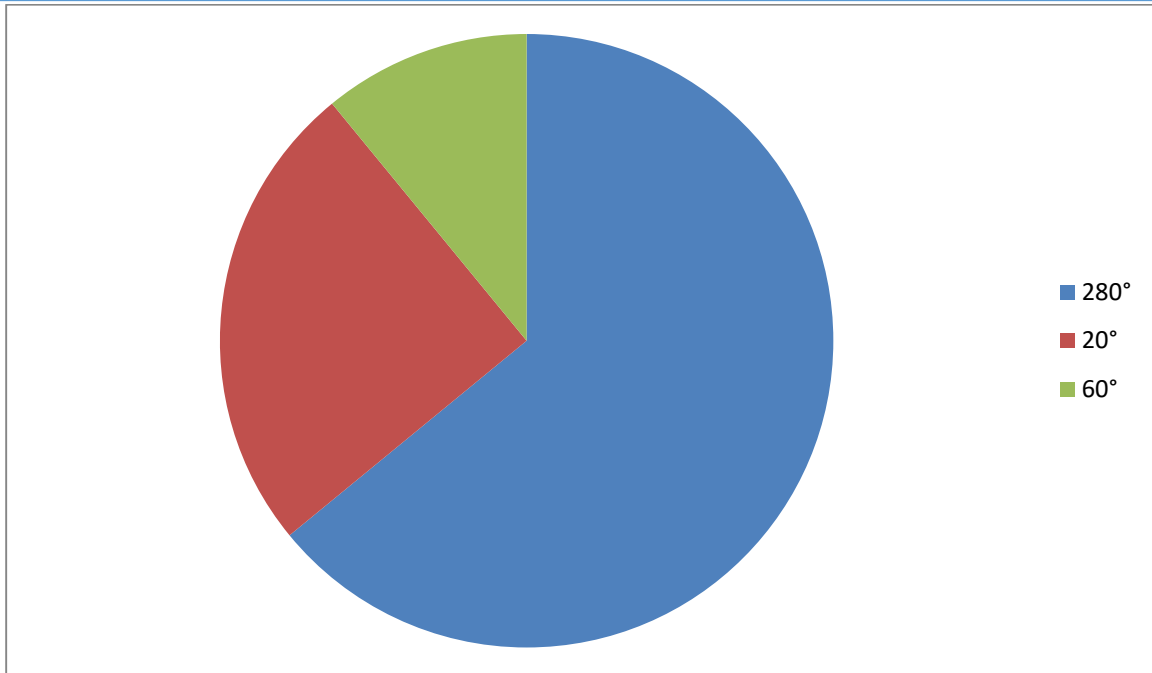
225 /360, 90/360 and 45/360



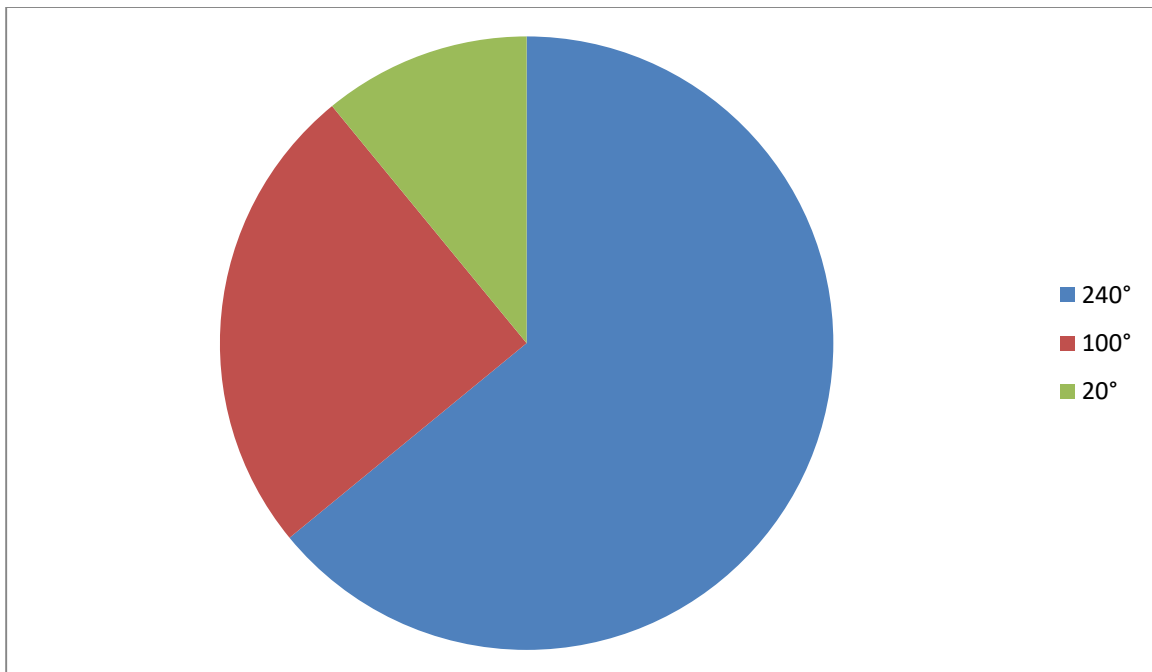
There are sufficient computer literate English language teachers in Oyo state secondary schools 240° 20° 100°



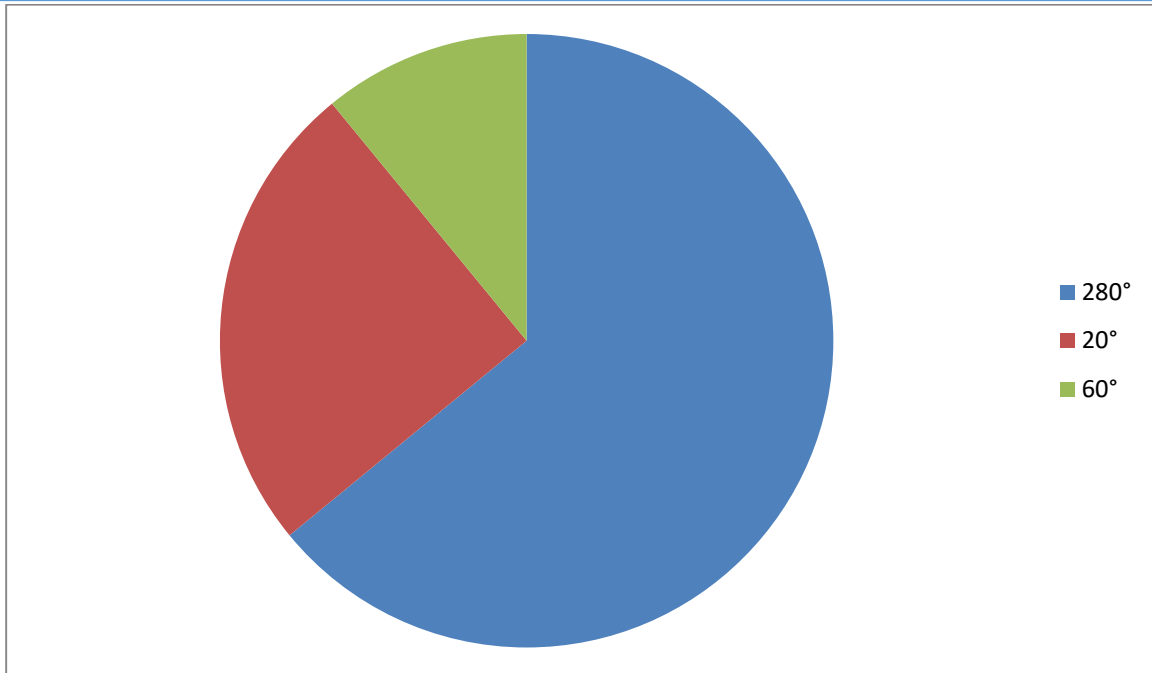
Insufficient computer literate English language teachers impinged the proper use of ICT in English language teaching in Oyo State secondary Schools 280° 20° 60°



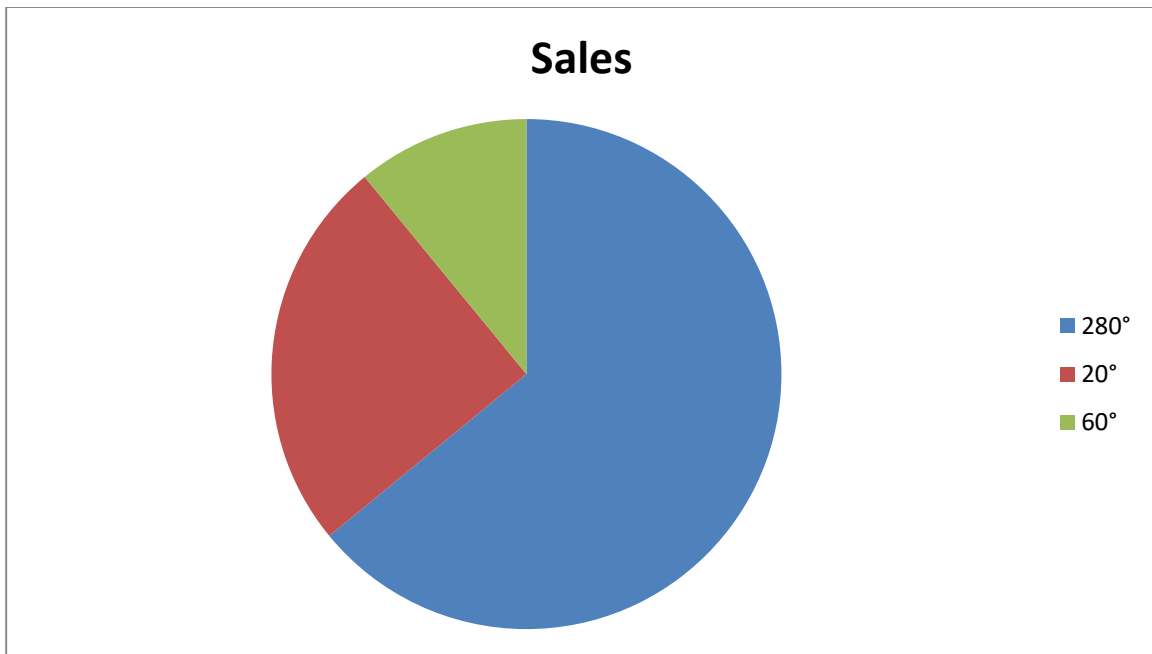
Epileptic powers supply impinged the proper use of ICT in teaching English language in Oyo state secondary schools 240° 100° 20°



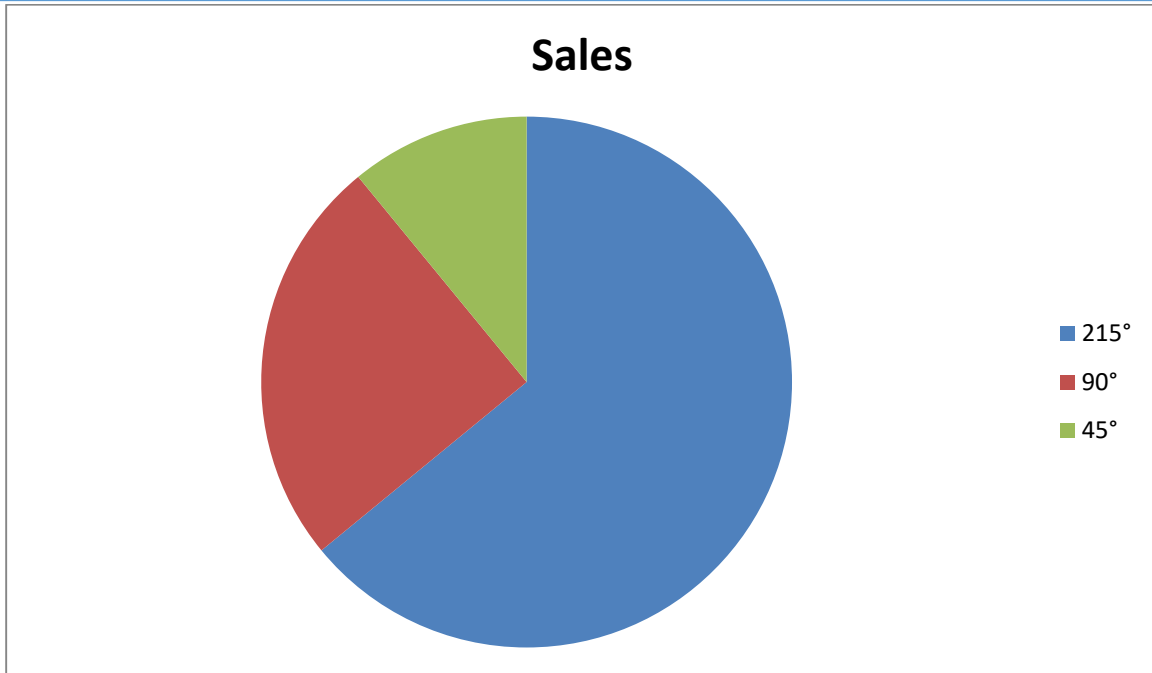
Insufficient computer literate English language teachers impinged the proper use of ICT in Oyo state secondary schools. 280° 20° 60°



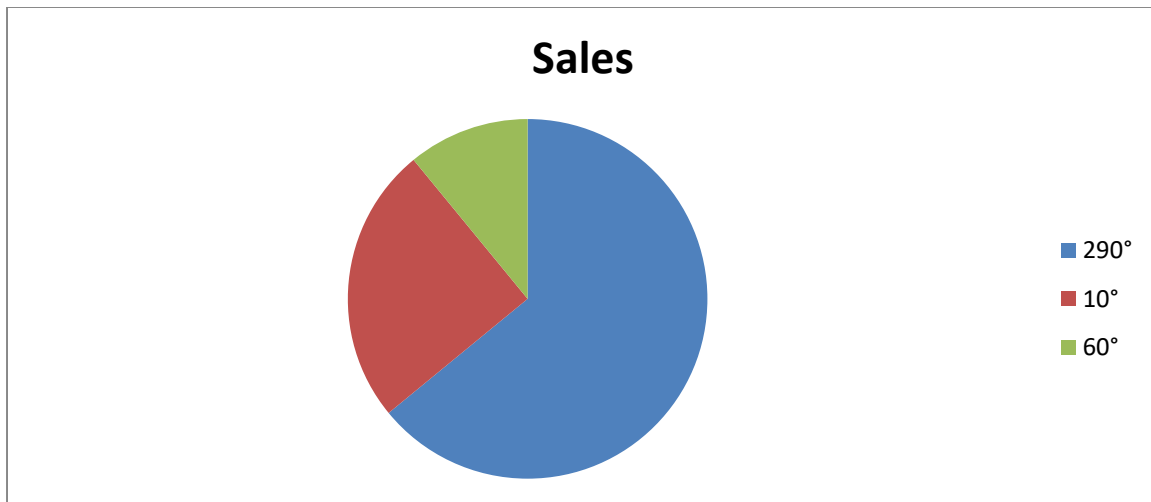
The introduction of ICT in English language teaching in oyo state has improved student performances and communicative competence in English language 280° 20° 60°



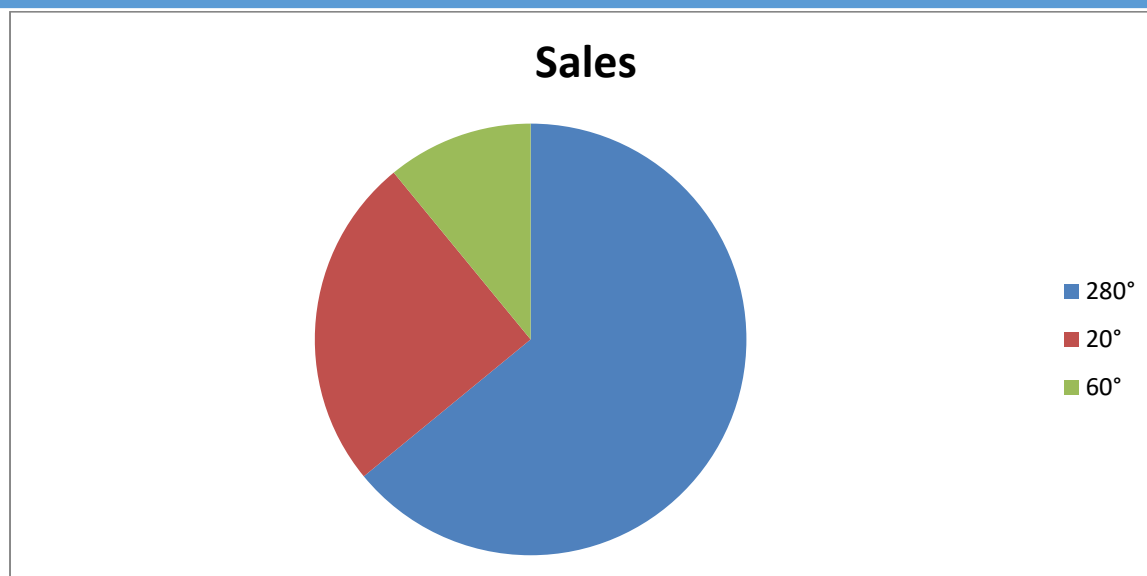
The introduction of ICT in English language Teaching will improve the nations technological and economic growth. 215° 90° 45°



Government must employ more computer literate English teachers in Oyo state and Nigeria at large 290° 10° 60°



Government should provide more ICT gadgets to teach English in Oyo state secondary schools 280° 20° 60°



Conclusions

1. **Positive Impact of Electronic Devices:** The study on the use of electronic devices in the teaching and learning of the English language in Oyo State Senior Secondary Schools has revealed that these devices can have a positive impact on the educational process. Students and teachers both acknowledged that electronic devices, such as computers, tablets, and smartphones, can enhance engagement, interactivity, and access to a wide range of educational resources.

2. **Challenges Remain:** Despite the potential benefits, challenges persist in the effective integration of electronic devices in the classroom. Insufficient access to devices, limited teacher training, and concerns about distractions were some of the challenges identified. These issues hinder the full realization of the potential of electronic devices for English language education.

3. **Need for Infrastructure and Training:** To harness the benefits of electronic devices fully, there is a clear need for improved infrastructure, including the provision of devices to schools that lack them and ensuring reliable internet connectivity. Additionally, ongoing teacher training and professional development programs are essential to equip educators with the necessary skills to effectively integrate technology into their teaching methods.

4. **Digital Literacy:** Promoting digital literacy among both teachers and students is crucial. It is not enough to provide access to electronic devices; students must also be taught how to use them responsibly and effectively for educational purposes.

5. **Balancing Access and Equity:** Policymakers and education authorities must work towards ensuring equitable access to electronic devices and digital resources. Bridging the digital divide among schools and students is essential to prevent disparities in English language learning outcomes.

Recommendations:

1. **Investment in Infrastructure:** The government and educational authorities in Oyo State should prioritize investments in digital infrastructure, including providing schools with an adequate number of electronic devices and ensuring reliable internet connectivity. This will facilitate seamless integration of technology into the teaching and learning process.

2. **Teacher Training:** Comprehensive teacher training programs should be developed and implemented to empower educators with the skills and knowledge required to effectively utilize electronic devices in English language instruction. These programs should be ongoing to keep educators up-to-date with evolving technology.

3. **Digital Literacy Curriculum:** Schools should incorporate digital literacy into the curriculum, ensuring that students not only have access to electronic devices but also know how to use them responsibly and efficiently for academic purposes.

4. **Monitoring and Evaluation:** Regular monitoring and evaluation of the implementation of electronic devices in English language instruction should be conducted. This will help identify areas that need improvement and measure the impact on student learning outcomes.

5. **Equity and Access:** Efforts should be made to bridge the digital divide among schools and students in Oyo State. Policies and initiatives should be designed to ensure that all students have equitable access to electronic devices and digital resources, regardless of their socioeconomic backgrounds.

6. **Engage Stakeholders:** Collaboration among government, educators, parents, and students is vital in successful implementation. Regular communication and feedback channels should be established to ensure that the needs and concerns of all stakeholders are considered in the ongoing development of electronic device integration policies.

Expenditure Expended on the Study

- i. Purchase of [Power-point Gadgets: ₦450,000.00
- ii. Down-linked Equipment for Teleconferencing Approach to Lang. Teaching: ~~₦ 399,000.00~~
- iii. Purchase of electronic board for language pedagogy: ₦299,000.00
- iv. Furnishing a Lecture Room for e-learning: ₦ 400,000
- v. Purchasing a Generating Plant for Power Supply: ~~₦ 320,000~~
- vi. Administration of Research Questionnaires: ₦ 61,000.00
- vii. Transport: ₦ 70,000.00

Total: N 1,999,000.00

Time Used on the Study

1. Writing of Research Proposal – 1 month
2. Administration of Research Questionnaires – 1 month
3. Analysis of Questionnaires – 1 month
4. Installation and Use of ICT gadgets in electronic language teaching – 1 month
5. Writing of Research Work – Month

Total Months= 5 Months

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