

EFFECTIVE TEACHING OF ENGLISH LANGUAGE USING COMMUNICATION PACKAGE: HOW PREPARED ARE THE TEACHERS IN OGUN STATE NIGERIA?

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ABSTRACT: *The poor achievement of students in English Language has continued to be a major cause for concern to all those in the main stream of education in Nigeria and particularly to stakeholders in Ogun State Nigeria. In spite of the fact that English Language is the language of instruction at all educational levels, teaching and learning of it in schools have continued to suffer setbacks unabated as reflected by students' poor performances. A number of factors are responsible for students' poor performance, they include: poor methods of teaching among the teachers of English language, dearth of qualified teachers, inadequate teaching resources, lack of interest on the part of the students, mother tongue interference, poor motivation, poor self-concept, poor study habit among others. Four hundred and twenty (n=420) teachers were randomly selected for the study; in-depth interview guide and questionnaire: (KICTQ r=7.00; AICTG r=7.32; PITSQ r=8.22; PITSQ r- 8.22; IAISAQ r 8.01; GIIUQ r=8.65) were used for data collection while chi-square and t test were used to test the five postulated hypotheses at 0.05 level of significance. The study revealed that teachers of English in Ogun State were not significantly equipped to use communication package in teaching English Language and many of them also agreed that there is no significant information on the importance of the use of communication package in the effective teaching and learning of English language and that there is no significant difference in the knowledge and preparedness of both male and female teachers. It was recommended that teachers of English language should be trained and retrained on the application of innovative teaching strategies including communication packages.*

KEY WORDS: Effective Teaching, English Language, Communication Package, Computer.

INTRODUCTION

It has been a serious concern for scholars in the field of English language in Nigeria because the poor performance in terminal examinations has remained unabated for quite some time now. Every student needs to pass English Language in order to attain academic excellence and further his/her education or vocation hence a credit pass in English Language is a prerequisite for admission into tertiary institutions. The importance of English Language is very paramount, even at the undergraduate level because all Students must pass courses such as: use of English i and use of English ii or Introduction to English Language as part of the courses offered as general studies (GNS or GSE). Furthermore, English language as a subject of study at the primary and secondary education levels focuses essentially on the following components: speech, reading comprehension, grammar, summary and composition writing which are compulsory at all levels.. Performance of students in each of these aspects is used

in determining students' success in the language. English Language has become one way of ascertaining students' achievement in schools. One of the concern of the

There has been a high rate of students' low performance in English Language which might be due to several factors ranging from teachers' poor skills to effectively handle the course to the use of archaic methods of teaching. The situation becomes worrisome on a daily basis, and thus requires urgent attention (Okueso, 2016). Every effort has been explored and like other core subjects, priority attention has been given to this compulsory subject. Onabamiro (2010) and Osikomaiya (2013) noted that students continue to perform very poorly in the subject at both promotion and terminal examination to the great displeasure of parents, teachers, examiners and policy makers.

In 2014, only 31.28% of 529, 425 students passed with credit in English Language from available WAEC records. The Joint Admission Examination results are also not better, the situation has been continuously poor because the pass rate of students in WAEC 2015 results, only 38.68% of 616,370 students that sat for the final secondary school examination in English Language had credit pass in English language the situation which has not significantly improved even in 2017. The reasons for these scenarios are many and the roles of teachers are pertinent in this situation.

The primordial function of English Language to get admitted into higher school of learning has made it the most important subject and hence all search lights must be beamed at improving its knowledge among learners. This can only be effectively done through the continuous training of English Language teachers, inter-alia, especially on innovative teaching strategies such as adequate knowledge of ICT especially in the area of computer use with all its educative apparatus/devices such as Internet facilities and programming. The teachers of English Language occupy the central position in the English Language teaching and learning in Nigeria. The National policy on Education in Nigeria admitted that, "no educational system can rise above the quality of its teachers" The policy consequently recommended some steps towards the enhancement of an effective and efficient teaching profession which includes training, recruitment and re-training of teachers at both primary and secondary school levels (Adepoju 2001, Adeyoju 1999).

Research findings over the past 20 years, provides some evidence as to the positive effects of the use of information and communication technology (ICT) on pupil's learning (Mumtaz 2006). It is also recorded that in spite of projects on ICT, the effect of numerous training programmes and an investment by schools in ICT resources, there has been a disappointingly slow uptake in schools (Cox, Preston, and Cox 1999;., Dipika, 2013., Nedal, 2014., Cynthia, Alexander and Tiffany, 2016).

Computer-Assisted Interventions has been used widely to bring about behavioural change through education and many devices have been adopted. The use of computer through telephone has been used to deliver advice and support which has been found to promote behavioral change. Real-time data collection and feedback can be provided via telephone using computer controlled speech generation which can be used to teach several aspects of English Language such as phonetics/Phonology, syntax, comprehension, semantic, literature and so on. Users can communicate by using touch-tone telephone keypad or voice recognition.

Under creative writing in English language, the use of images through computer monitoring devices via some exclusive websites can assist in training learners in English language right from primary schools through higher education employing websites like: dailywritingtips.com, writeawaiting.com, guardian.com.uk, inkwelleditorial.com; frustburg.edu etc. The training on how to write good English composition, passages and so on can be effectively utilized but the point here is that how equipped and prepared are the teachers?

The teacher of English language can adopt three styles of computer use as recommended by Evans-Andris (1995) which involves: avoidance, integration and technical specialization. Evans-Andris adopted a project that lasted 8 years period in the elementary schools of large areas in her state. In this study, teachers technically stayed away from computers and reduced the number of hours they spend on all issues that are related to computer utilization. In the study, the learners had repetitive use of software package intended for drill and practice or word processing. With the method adopted, the teachers restricted the learners' interaction with the computer while they (teachers) are on computer but encouraged an independent relationship of the learners with the computer. Teacher selected drill and practice software based on curriculum goals, and the needs of the learners in the field of English Language teaching.

Several studies have been employed to investigate why teachers and other Educators are not using computers packages effectively in their teaching (Okueso, 2010, Glanz et al 2008, Rosen and Well 1995; Winnans and Brown, 1992; Dupagne and Krendi, 1992; & Fakeye, 2010).

Robertson, Calder, Fung, Jones, O'shea and Lambrechts (1996) divided teachers resistance to computer use into several broad-based themes: resistance to organizational change; resistance to outside intervention; time management problems; lack of support from the administration; teachers perception; personal and psychological factors. The aforementioned factors as presented by Robertson et al are product of research findings in United State of America.

In addition to the points empirically stated, there are other limiting factors that are Africa domiciled due to the level of development which includes: Poor funding of education, Poor network availability, Inactive website, Poor internet connectivity, Incessant power outage, Paucity of computer in schools, Lack of sufficient and active in service training for teachers and Absence of preplanned teaching devices and programmes.

In a study of projects to promote educational changes in America, Canada, and the UK as recorded by Mumtaz (2006) and Fullan(2009) found that one of the most fundamental problems in education reform is that; people do not have a clear and coherent sense of the reasons for educational change, what it is and how to proceed. Technological change has not satisfactorily affected schools as other organization due to multi-factorial issues among which Cuban (1993) identified cultural beliefs about what is being taught and what it should be, how learning occur, what knowledge is proper in schools and the teacher relationship dominate popular views of proper schooling.

Statement of the Problem

The poor performance of students in terminal examinations has called for the attention of all stakeholders in the business of education. Failure in English language has stopped many students from gaining admission into schools and colleges of higher learning.

The teachers' skills and methodology in the teaching of this subject is one of the reasons for the increase in the failure phenomenon. The adoption of innovative teaching strategy is necessary for teachers to cope with the ever increasing contents of the subject. Among the innovative teaching method is the use of ICT package in the teaching process of English language at all levels of Education, but the unanswered questions are: how prepared and equipped are the teachers?. Many researchers in the field of Education have advocated for the use of ICT in teaching but there has not been enough existing package in use for teachers in English language. It is against this that this study sought to develop answer to the question of the level of preparedness of the teachers in the use of communication package in the area of creative writing, reading comprehension, grammar and phonetics for secondary schools in Ogun State Nigeria.

Purpose of the Study

The primary purpose of this study was to assess the level of teachers preparedness in the use of communication package in teaching English language in Ogun State while the secondary purpose include: assessment of teachers knowledge of computer in the teaching of English language, identifying the level of acceptance of teachers in the use of ICT devices in teaching English language and to dichotomize the perception of both male and female teacher's attitude towards the use of ICT package in the teaching of English language.

Hypotheses

- H₀1: There is no significant knowledge on the part of the teachers in the use of communication package in teaching English language
- H₀2: Teachers will not significantly adopt the use of communication package in the teaching of English language
- H₀3: Teachers will not significantly perceive the use of Communication package to have positive effects on the learning of English language
- H₀4: Teachers will not significantly accept the application of communication package in the classroom teaching of English language
- H₀5: There will be no significant difference in the acceptance of the use of communication package application between male and female teachers in teaching English language

METHODOLOGY

Descriptive survey research design was adopted in the study, total sampling technique was adopted to select all the secondary and primary schools in the local government area and four hundred and fifty teachers were randomly selected for the study. The instrument used for the study were questionnaire and in-depth interview guide which were validated and tested for

reliability: knowledge of ICT use questionnaire (KICTQ) $r=7.00$, Acceptance of ICT questionnaire (AICTQ) $r=7.32$, perception of ICT as teaching strategy questionnaire (PITSQ) $r=8.22$, ICT use as innovative teaching strategy questionnaire (IAISAQ) $r=8.01$ and Gender issues on ICT use questionnaire (GIUQ) $r=8.65$. Three research assistants were trained to administer the instrument after the approval to conduct the study was granted by the zonal education officers of the local government area with the cooperation of the head of the schools. The participants were invited for the interview session after the distribution and collection of the questionnaire to collect data using interview guide to compliment the data collected with the questionnaire. Only four hundred and twenty ($n=420$) questionnaires were dully filled and these were used for the study. The data collected were analysed using simple percentage to describe the demographic characteristics of the study participants and chi-square was used to test the first four hypotheses and t test was employed to test the fifth hypothesis at 0.05 level of significance.

Data Presentation and Interpretation

This presents the results of the analysis in line with the hypotheses formulated for the study in order to make valid conclusion based on the findings.

Demographic Description of the Study Participants

Table 1 : Distribution of Respondents by Sex

Sex	Frequency	%
Male	185	44.0
Female	235	56.0
Total	420	100.0

The table 1 above presents the distribution of respondents by sex. According to the result of the analysis, 185(44.0%) of the respondents were male while 235(56.0) were female. This indicated that majority of the respondents were female gender.

Table 2: Distribution of Respondents by Educational Qualification

Education	Frequency	%
Diploma/NCE	28	6.7
HND/Degree	350	83.3
Masters Degree	42	10.0
Total	420	100.0

The table 2 above presents the distribution of respondents by educational qualification. The result presented above indicated that 28(6.7%) of the respondents had diploma/NCE or equivalent and 350(83.3%) had HND/first degree while 42(10.0%) had Masters degree. By implication, majority of the respondents that constituted the sampled population had first degree.

Table 3: Distribution of Respondents by years of Work Experience

Experience	Frequency	%
Below 11 years	84	20.0
11-15 years	182	43.3
16-20 years	56	13.3
Above 20 years	98	23.3
Total	420	100.0

The table 3 above presents the distribution of respondents by years of teaching experience. According to the result of the analysis, 84(20.0%) of the respondents had below 11 years of experience, 182(43.3%) had between 11-15 years of experience, and 56(13.3%) of the respondents had between 16-20 years of work experience while 98(23.3%) had above 20 years of work experience. This indicated that majority of the sampled respondents had between 11-15 years of teaching experience.

Table 4: Distribution of Respondents by Age Group

Age	Frequency	%
Below 31 years	28	6.7
31-40 years	112	26.7
Above 40	280	66.7
Total	420	100.0

The table 4 above presents the distribution of respondents by age. According to the result of the analysis, 28(6.7%) of the respondents were below 31 years of age, and 112(26.7%) were between 31-40 years of age while 280(66.7%) were above 40 years of age. This indicated that majority of the respondents were above 40 years of age.

Testing of hypotheses

In testing for hypotheses, the Chi-square (χ^2) analysis at 0.05 was applied

$$\chi^2 = \frac{(O - E)^2}{E}$$

Where :

χ^2 = Chi-Square calculated

O = Observed frequency

E= Expected Frequency

Hypothesis 1: Teachers will not be significantly knowledgeable about the use of communication package in teaching English Language.

Table 5: Chi-Square showing Teachers' knowledge about the use of communication package in teaching English Language.

RESPONSE	Observed	Expected	O-E	(O-E) ²	Chi-Square	P
Strongly Agree	196	525	329	108241	188.32	<.05
Agree	336	525	189	52721		
Disagree	1008	525	483	233289		
Strongly Disagree	560	525	35	1225		
TOTAL	2100			395476		

Calculated value = 188.32

Tabulated value = 8.25 at 5% level of significance

The table 5 above presents a chi-square showing whether Teachers will not be significantly knowledgeable about the use of communication package in teaching English Language. For example out of the 420 interviewed, majority disagreed. Nevertheless the Chi-Square calculated value of 188.32 which is greater than the tabulated value of 8.25 shows statistically that there is a significant evidence to conclude that teachers were not significantly knowledgeable about the use of communication package in teaching English Language.

Hypothesis 2: Teachers will not significantly accept the use of communication package in teaching English Language.

Table 6: Chi-Square showing teachers' acceptance of the use of communication package in teaching English Language.

RESPONSE	Observed	Expected	O-E	(O-E) ²	Chi-Square	P
Strongly Agree	350	525	175	30625	110.04	<.05
Agree	882	525	357	127449		
Disagree	602	525	77	5929		
Strongly Disagree	266	525	259	67081		
TOTAL	2100			231084		

Calculated value = 110.04

Tabulated value = 8.25 at 5% level of significance

The table 6 above presents a chi-square showing whether teachers will not significantly accept the use computer package in teaching English Language. For example out of the 420 interviewed, majority agreed. Nevertheless the Chi-Square calculated value of 110.04 which is greater than the tabulated value of 8.25 shows statistically that there is a significant evidence to conclude that teachers will not significantly accept the use of computer package in teaching English Language.

Hypothesis 3: Teachers will not significantly perceive communication package to have effect on the teaching of English Language

Table 7: Chi-Square showing teachers' perception on the use of Communication package to have effect on the teaching of English Language

RESPONSE	Observed	Expected	O-E	(O-E) ²	Chi-Square	P
Strongly Agree	350	525	175	30625	123.66	<.05
Agree	840	525	315	99225		
Disagree	700	525	175	30625		
Strongly Disagree	210	525	315	99225		
TOTAL	2100			259700		

Calculated value = 123.66

Tabulated value = 8.25 at 5% level of significance

The table 7 above presents a chi-square showing whether teachers will not significantly perceived communication package to have effect on the teaching/learning of English Language. For example out of the 420 interviewed, majority agree. Nevertheless the Chi-Square calculated value of 123.66 which is greater than the table value of 8.25 shows statistically that there is a significant evidence to conclude that teachers will not significantly perceive communication package to have effect on the teaching/learning of English Language

Hypothesis 4: Teachers will not be significantly accept the application of communication package as innovative teaching method.

Table 8: Chi-Square showing teachers will not be significantly accept the application of communication package as innovative teaching method.

RESPONSE	Observed	Expected	O-E	(O-E) ²	Chi-Square	P
Strongly Agree	126	525	399	159201	168.84	<.05
Agree	812	525	287	82369		
Disagree	812	525	287	82369		
Strongly Disagree	350	525	175	30625		
TOTAL	2100			354564		

Calculated value = 168.84

Tabulated value = 8.25 at 5% level of significance

The table 8 above presents a chi-square showing whether teachers will significantly accept the application of communication package as innovative teaching method. For example out of the 420 interviewed, majority disagreed. Nevertheless the Chi-Square calculated value of 168.84 which is greater than the tabulated value of 8.25 shows statistically that there is a significant evidence to conclude that teachers significantly accept the application of communication package as innovative teaching strategy.

Hypothesis 5: There is no significance gender difference in the teachers' knowledge about the use of communication package in teaching in English Language.

Table 9: Gender difference in the teachers' knowledge about the use of communication package in teaching English Language.

Gender	N	Mean	STD	df	T	Sig of t
Male	185	59.44	7.08	178	1.235	0.219
Female	235	58.07	7.37			

The result in table 9 revealed non-significant outcome ($t = 1.235$, $p > 0.05$). This outcome implied that there is no significant gender difference in teachers' knowledge about the use of communication package in teaching English Language. The mean teachers knowledge score (59.44) recorded by the female teachers is merely higher than the mean teachers knowledge score (58.07) recorded by the male teachers, the difference is not statistically significant. Hence, there is no significance difference between the sampled male and female teachers in their knowledge about the use of computer package in teaching English Language.

DISCUSSION OF FINDINGS

The result of the research findings revealed that the teachers in Ogun State are not significantly knowledgeable on the use of communication package in the teaching of English language. Few of the teachers interviewed were not having simple email address while some cannot operate computer which made the use of computer package difficult for them hence will not be prepared or well equipped on the use of communication package in the teaching of English language. It was suggested by about thirty percent of the participants that, if computer facilities are provided and teachers trained and motivated, the use of communication package will be a welcome innovative teaching strategy in schools in agreement with (Tafazoli & Chirimbu, 2013 a&b; Tafani, 2009) which will also relieve them of the stress associated with chalk and talk traditional method of teaching which has hitherto been in use.

In the study, it was revealed that the teachers are not aware of the positive effects accruable in the use of communication packages especially the computer driven technology in the teaching of English language and hence will not appreciate the introduction of the innovative strategy in the teaching of English language. The knowledge of the importance of new technology in teaching becomes imperative such that teachers of English will imbibe the culture of innovative strategy for improved teaching of English (Golshan & Tafazoli, 2014). This study revealed that the knowledge of both the male and female teachers were not at any variance on the use of communication package in the teaching of English language.

CONCLUSION AND RECOMMENDATION

The study revealed that the teachers of English language in Ogun State were not significantly knowledgeable and prepared on the use of communication package in teaching English language and are not willing to have an improved teaching strategy involving computer use because of the extra training required for the use of computer and other electronic devices. Also, the teachers are not aware of the importance inherent in the use of communication package in the teaching of English Language and it is consequently required that the teachers

be involved in the use of computer in training of English learners. It is therefore recommended that:

1. All teachers must be trained and retrained on the use of computer for classroom teaching
2. All schools must have a functional computer laboratory for training
3. The internet facilities must be created in schools for accessibility of modern technology
4. Teachers in training must learn the act of computer use in teaching/learning process

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