



EFFECTS OF USE OF TECHNOLOGY IN ENGLISH LANGUAGE TEACHING AND LEARNING AMONG SELECTED SECONDARY SCHOOL STUDENTS IN OSUN STATE, NIGERIA.

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ABSTRACT

This study investigated availability and utilization of multimedia for effective teaching and learning of English language skills in the selected secondary schools in Osun State. Specifically, the study determined the availability of digital teaching and learning resources for acquisition of skills in English language in Osun State; assessed the competence of English language teachers in utilizing digital teaching resources; determined the extent of utilizing digital teaching resources by English language teachers for skills acquisition; determined the extent of English language students utilizing the available digital learning resources and identified the impediments to effective utilization of digital teaching and learning resources for English language skills acquisition in Osun State. Data were collected based on validated questionnaire. Cronbach's Alpha method was used to determine the reliability of the instrument with reliability coefficient of 0.73. 600 and 300 copies of students and teachers questionnaire were administered through the help of trained research assistants. The findings of the research revealed that digital learning resources were not adequately unavailable to students or teachers for utilization. The findings also showed that there are impediments for effective utilization of digital learning resources which are inadequate funds, inadequate trained personnel to handle digital learning resources, poor or epileptic power supply and inadequate supply of computer hardware. Based on the findings, it was recommended that efforts should be made by Government to equip the schools with more digital teaching and learning resources that will bring efficient and effective teaching and learning. Government should also encourage secondary schools by providing stable power supply and adequate training should be given to teachers through seminars, conferences and workshop to update their knowledge on modern digital teaching and learning resources.

Keywords: Technology, English language, teaching, learning and students.

INTRODUCTION

Twenty-first century is the age of globalization and is important to grasp on various foreign languages and English language comes first. English language Teaching has been with us for many years and its significance continues to grow, fuelled, partially by the Internet. Graddol's study (2010) suggests that in theyear 2000 there were about a billion English learners but a decade later the numbers doubled. The forecast points to a surge in English learning which had picked up since in 2018.

The same study indicated that over 80% of information stored on the Internet is in English. For the first time, there are more non-native than native users of the language and diversity of context in terms of learners, age, nationality, learning background, etcetera has become a defining characteristic. With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects come into full play in English class teaching and set a favourable platform for reform and exploration on English teaching model in the new era. It has been opined that multimedia technology plays a positive role in promoting activities and initiatives of students and teaching effect in English class. Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate.

It is not a gainsaying to assert that the growth of the Internet has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many. With this, there has been a very significant proliferation of literature regarding the use of technology in teaching English language. Mostly, these writings unequivocally accept technology as the most essential part in teaching. In a sense, a tendency to emphasize on inevitable role of technology in pedagogy to the extent of obliterating human part of teacher by technology part

has been very dominant. As a result, if we neglect or ignore technological developments, they will continue and perhaps we will never be able to catch up irrespective of our discipline or profession. For this reason, it is important for English language teachers to be aware of the latest and best equipment and to have a full knowledge of what is available in any given situation. Teachers of the English language can use multimedia technology to give more colourful and stimulating lectures. There are many techniques applicable in various degrees to English language learning situation. Some are useful for testing and distance education, and some for teaching business English, spoken English, reading, listening or interpreting.

The teaching principle should be to appreciate new technologies in the areas and functions where they provide something decisively new useful and never let machines takeover the role of the teacher or limit functions where more traditional ways are superior. There are various reasons why all English language learners and teachers must know how to make use of the new technology. It is needful to emphasize that the new technologies develop and disseminate so quickly that we cannot avoid their attraction and influence in any form.

With the spread and development of English around the world, it enjoys a high prestige in Nigeria. At present, the role and status of English in Nigeria is higher than ever as evidenced by its position as a key subject of medium of instruction and curriculum. As the number of English learners is increasing, different teaching methods have been implemented to test the effectiveness of the teaching process. Use of authentic materials in the form of films, radio, television has been there for a long time. It is true that these technologies have proved successful in replacing the traditional teaching. The new era assigns new challenges and duties on the modern teacher.

The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistic change. Graddol (2002) states that “technology lies at the heart of the globalization process; affecting education work and culture” . The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, politics, socio-culture, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education. It is also a crucial determinant for university entrance and processing well paid jobs in the commercial sector.

Since there are more and more English learners in Nigeria, different teaching methods have been implemented to test the effectiveness of the teaching process. One method involves multimedia in English learning and teaching in order to create English contexts. This helps students to get involved and learn according to their interest. It has been tested effectively and is widely accepted for teaching English in modern world. Technology is utilized for the uplift of modern styles; it satisfies both visual and auditory senses of the students.

With the spread and development of English around the globe, English has been learnt and used by more and more speakers. According to Graddol (2002), “it is the language at the leading edge of scientific and technological development, new thinking in economics and management, new literatures and entertainment. Multimedia teachings enrich teaching content and make the best of class time and break the “teacher centred” teaching pattern and fundamentally improve class efficiency. Due to large classes, it is difficult for the students to have speaking communication. The utilization of multimedia sound laboratory materialises

the individualised and co-operative teaching. The traditional teaching model mainly emphasized on teachers' instruction, and the information provided is limited due to traditional classes. On the contrary, multimedia technology goes beyond time and space, creates more vivid, visual, authentic environment for English learning, stimulates students' initiatives and economises class time meanwhile increases class information.

Objectives of the Study

The main objective of the study is to assess the availability and utilization of multimedia in English language teaching and learning among selected Secondary School Students in Osun State, Nigeria. Specifically, the study seeks to:

1. determine the availability of digital teaching and learning resources for acquisition of skills in English language;
2. assess the competence of English language teachers in utilizing digital teaching resources;
3. determine the extent of utilizing digital teaching resources by English language teachers for skills acquisition;
4. determine the extent of English language students utilizing the available digital learning resources; and,
5. identify the impediments to effective utilization of digital teaching and learning resources for English language skills acquisition .

1.4 Research Questions

For the purpose of this research work, the following research questions are raised:

1. What are the digital teaching and learning resources available for the acquisition of skills in English language?
2. To what extent do English language teachers have competence in utilizing digital teaching resources?
3. To what extent do English language teachers utilise digital teaching resources for skills acquisition?
4. To what extent do English language students utilize the available digital learning resources for learning purposes?
5. What are the impediments to effective utilization of digital teaching and learning resources for English language skills acquisition?

RESEARCH METHODOLOGY

This research was carried out in Osun State. Osun State is an inland state in Southwestern Nigeria with enormous human and material resources. It has a land mass of about 9,251 km². It is currently made of 30 Local Government Areas spread across six main zones; namely: Osogbo, Ede, Iwo, Ikirun, Ilesha and Ile-Ife. Osun state comprises three senatorial districts; namely: Osun Central, Osun West and Osun East. Multi-stage sampling technique was employed in the study. In the first stage, four Local Government Areas (LGAs) were randomly selected per senatorial district. Five secondary schools then were selected per LGA. Finally, ten students and five teachers were randomly selected per school per LGA to give a total number of six hundred students and teachers respectively. Data were analysed using descriptive and inferential statistics.

RESULTS AND DISCUSSION

Research Question 1: Which of the digital learning resources are available in the teaching and learning of English language skills in the selected secondary schools?

Table 1: Difference Analyses of Availability of Digital Learning Resources

S/N	Digital Resources	Average QN	Average QA	Difference	Remark
1.	Computer Laboratory	1	0.5	-0.5	LR
2.	Internet Facilities	1	0.25	-0.75	LR
3.	Overhead Projectors	1	0.5	-0.5	LR
4.	Interactive board	1	-0.25	-1.25	LR
5.	Public Address System	1	1.25	0.25	SMR
6.	Standing generator	1	0.75	-0.25	LR
7.	Scanner	1	0.5	-0.5	LR
8.	Printer	1	0.5	-0.5	LR
9.	Local Area Network (LAN)	1	-0.75	-1.75	LR
10.	Digital Camera	1	0	-1	LR
11.	Power Point Projection	1	0.25	-0.75	LR
12.	Telephone/GSM	1	10.5	9.5	MR
13.	Wireless Technology	1	1	0	AR
14.	Electronic mail (E-mails)	1	-0.5	-1.5	LR
15.	Laptop/Desktop Computers	23.25	-7	-30.5	LR
16.	Television	1	4.75	3.75	MR
17.	Photocopying machine	1	1.25	0.25	SMR
18.	Satellite	1	-1	-2	LR
19.	Maintenance Workshop	1	-0.75	-1.75	LR
20.	CD-ROM	1	8	7	MR

LR = Less than Recommended, MR = More than Recommended, AR = As Recommended, SMR = Slightly More than Recommended.

Source: Computed from fieldwork (2023)

Table 1 reveals the extent of availability of digital learning resources in the secondary schools. The table reveals that fourteen items of digital resources are available less than the recommendations by NCCE. However, five items of the digital are more than the quantity recommended by NCCE. Finally, the table reveals that only one digital resource is available as recommended. These results reveal that there are many of the digital resources that are available below the quantity recommended.

Research Question 2: To what extent do English language teachers have competence in utilizing digital teaching resources in the secondary schools?

Table 2: Means and Standard Deviation on Competence in Utilizing Digital Teaching Resources

S/N	Item Statement	Mean	SD	Remark
21	Interactive board usage for lesson delivery	3.01	1.134	HE
22	Ability to connect and use public address system during instructional delivery	2.75	1.044	HE
23	Ability to connect and use video/audio conferencing	2.59	1.089	HE
24	Store and retrieve documents in the computer	2.63	1.012	HE
25	Ability to photocopy, scan and print documents from the Internet	2.83	0.961	HE
26	Ability to use projectors/television during instructional delivery	2.71	1.097	HE
27	Ability to provide students assignment, communicate with students and send feedbacks via e-mail	2.67	1.099	HE
28	Ability to provide course materials online for students	2.53	1.114	HE
29	Ability to use wireless technology for effective instructional delivery	2.67	1.112	HE
30	Ability to download books and educational materials via the Internet	2.52	0.973	HE
	Cluster	2.69	0.838	HE

Key: Mean = \bar{x} , SD = Standard Deviation, HE = High Extent, LE = Low Extent

Source: Computed from fieldwork (2023)

Table 2 depicts that the mean responses range from 2.52 to 3.01, while the standards deviation range 0.961 to 1.134. The table shows that all the 10 items on the utilization of resources correspond to high extent. The cluster (2.69), thus explains that the available digital resources are utilized to a high extent.

Research Question 3: To what extent do the English language teachers utilize digital teaching resources for teaching skills acquisition?

Table 3: Mean and Standard Deviation on Competence in Utilizing Digital Resources for Teaching

S/N	Item Statements	Mean	SD	Remark
31	Computer used for computer appreciation skills	3.02	1.080	HE
32	Database management software used for data processing skills	2.76	0.968	HE
33	Microsoft word for word processing and typing skills	2.66	0.935	HE
34	Internet for downloading, accessing website page skills	2.41	1.025	LE
35	Sending and accessing electronic mails through the Internet	2.68	0.996	HE
36	Photocopier for photocopying/cyclostyling skills	2.69	0.893	HE
37	Electronic English language skills	2.57	1.101	HE
38	Microsoft excel for spreadsheet and statistical analysis skill	2.70	1.091	HE
39	Desktop publishing and graphic program skills	2.68	1.053	HE
40	Ability to use interactive board and video conferencing for instructional delivery	2.62	1.094	HE
	Cluster	2.68	0.796	HE

Key: HE = High Extent, LE = Low Extent

Source: Computed for fieldwork (2023)

Data presented in table 3 shows that the mean responses range from 2.41 to 3.02, while the standard deviation range from 0.893 to 1.101. The mean responses reveal that nine items of utilization of the digital resources correspond to high extent, while one item corresponds to low extent of utilization of available resources for teaching. The cluster mean of 2.68 reveals that the teachers utilize the available digital recourses for teaching to a high extent.

Research Question 4: To what extent do the English language students utilize the available digital learning resources for learning purposes in the selected secondary schools?

Table 4: Mean and Standard Deviation on Competence in Utilizing Digital Resources for Learning

S/N	Item Statements	Mean	SD	Remark
41	Processing assignments with the computer	2.84	0.997	HE
42	Ability to use Internet for sources of information, do assignments and research work	2.86	0.920	HE
43	Ability to use teleconferencing with classmates for group work	2.59	1.059	HE
44	Ability to use scanner and printer to print out work	2.55	0.940	HE
45	Ability to use the Internet to take a course with interactive board	2.59	1.100	HE
46	Ability to use CD-ROM and other multimedia materials	2.62	0.957	HE
47	Ability to send assignments and feedbacks to teachers via e-mail	2.66	1.034	HE
48	Ability to chat on-line with classmates and teachers using wireless technology	2.66	1.134	HE
49	Ability to use Microsoft excel package in analyzing data/statistical analysis	2.79	1.067	HE
50	Store and retrieve data in a CD-ROM, DVD-ROM, magnetic disk and floppy disk for suitable storage	2.64	0.938	HE
	Cluster	2.68	0.768	HE

Key: Mean = \bar{x} , SD = Standard Deviation, HE = High Extent

Source: Computed from fieldwork (2023)

Results presented in Table 4 reveals that the responses range from 2.55 to 2.86, while the standard deviation range from 0.920 to 1.134. The mean values show that the utilization of the 10 items of digital resources for learning corresponds to high extent. The cluster of 2.68 depicts that the students utilized the available digital resources to a high extent for learning.

Research Question 5: What are the impediments to effective utilization of digital learning resources in English skills in the selected secondary schools?

Table 5: Mean and Standard Deviation on Impediment in Utilizing Digital Resources for Learning

S/N	Impediment	Mean	SD	Remark
51	Inadequate Digital Learning resources	3.44	0.845	Agree
52	Insufficient funds	3.15	0.887	Agree
53	Inadequate trained personnel	2.97	0.976	Agree
54	Inadequate and epileptic power supply	3.02	1.061	Agree
55	High tariff in telecommunication/computer importation	3.21	0.924	Agree
56	Poor services of Internet connectivity	3.02	0.931	Agree
57	Inadequate computer hard wares	3.02	0.986	Agree
58	Insufficient knowledge of usage of digital learning resources	3.00	1.018	Agree
59	Inadequate supply of computer software	3.14	0.965	Agree
60	Poor maintenance of computer hard wares	3.10	0.953	Agree
	Cluster	3.11	0.718	Agree

Key: Mean = \bar{x} , SD = Standard Deviation, A = Agree.

Source: Computed from fieldwork (2023)

Data presented in table 5 shows that the responses range from 2.97 to 3.44, while the standard deviation range from 0.845 to 1.018. The mean responses reveal that the ten items of impediments towards the utilization of the digital learning resources corresponded to agree. The cluster mean of 3.11 shows that the impediments in the utilization of digital learning resources are to agree.

Conclusion

The relevance of digital learning resources cannot be over-emphasized as teachers need it to bring efficient and effective teaching during instructional delivery. It can be concluded that impediments such as inadequate funds, inadequate trained personnel, epileptic power supply, inadequate computer hard wares, insufficient knowledge of digital learning resources hinder the effective acquisition of English language skills in the selected secondary schools.

Recommendations

Based on the findings of the research, the study recommends that modern adequate digital learning resources should be made adequately available in the teaching and learning of English language skills in secondary schools, teachers of English language should be given update training through seminars, conferences on modern digital technologies so that they would be competent in utilizing digital teaching resources in secondary schools. English language teachers should be encouraged to utilize digital teaching resources for teaching skills acquisition, students in the selected secondary schools and others should be encouraged to utilize digital learning resources for learning purposes by providing the digital resource to each teacher, There should be adequate trained personnel on the usage of digital learning resources in the secondary schools, there should be steady power supply for effective utilization of any available digital learning resources in secondary schools and sufficient funds should be provided to purchase modern digital learning resources in teaching of English language in secondary schools.

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