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Association of Language Educators**

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EDITORIAL COMMENT

The Editorial Board is announces the birth of Volume 2 of Journal of the Association of Language Educators (JIALE). This edition contains 20 well researched articles on various issues in Language Teaching and Learning, including Policy issues. This second volume of JIALE contains largely the articles which were presented at the 2nd Annual Conference of the International Association of Language Educators (IALE). The papers covered thematic areas of policy, teaching, learning and evaluation of practices in Language Education. The contributors are seasoned scholars in Language Education. Articles in this volume address current issues and problems in language teaching and learning. There is no gainsaying the fact that volume 2 (June, 2021) of Journal of the Association of Language Educators (JIALE) contains well researched and discussed academic papers that make positive contributions to knowledge, scholarship and practice. Consequently, the articles will contribute immensely to the growth and development of Language Education, not only in Nigeria but in the African continent and beyond. Therefore, there is individuals, researchers, teachers, educators, ministries and agencies saddled with the responsibility of addressing the problems of language teaching and learning would find the papers in Volume 2 of JIALE useful reference materials. We expect more in subsequent volumes.

Thank you.

Prof Uche B. Gbenedio.

EDITORIAL POLICY

GUIDELINES FOR SUBMISSION OF ARTICLES

The Journal of International Association of Language Educators (JIALE) is a peer-reviewed scholarly journal published by International Association of Language Educators(IALE).

Those wishing to submit papers for inclusion in any volume of the journal are expected to note the following guidelines carefully and allow them to guide the style and format of their papers.

- i. Submission of articles is open to members and non- members across the globe.
- ii. Articles submitted for publication must be in line with the objectives of the International Association of Language Educators (IALE) as follows:
 1. To contribute positively to the theory and practice of Language Education globally.
 2. To provide services to teachers at various educational tiers that will promote effective teaching and learning of language globally.
 3. To promote the professional development of Language Education scholars and practitioners.
 4. To provide technical assistance on language related matters to government and corporate bodies globally.
 5. To consider regularly Language Education issues and advise government appropriately.
 6. To increase awareness on the central role of language in instruction and the society.
 7. To cooperate with organisations which have similar aims and objectives with those of the Association.
- iii. Papers must be original and may not have been previously submitted to any journal for publication.
- iv. Papers must not be more than 18 pages maximum, including references, in MS words typed 1.5 line spacing on one side of A4 paper in Times New Roman 12-font size with an abstract of about 300 words with 5 keywords.
- v. Contributors are required to make sure that they conform with current APA format and present their papers in MS word. Such papers must carry the names, institutional affiliation as well as the e-mail addresses of the contributors.
- vi. Two hard copies of the paper must be sent to the Editor with N5000.00 (or 20 US Dollars for foreign contributors) assessment fee. This is, however, subject to review in line with the prevailing economic realities.
- vii. Papers could also be sent in soft copy to the dedicated e-mail of the journal which is jjaleeditorial2020@gmail.com
- viii. Contributors of successful papers will be contacted for the payment of the current publication fee which changes from time to time to reflect current economic realities.
- ix. Submissions should be made on or before 30th April of each year to enable the publication of the journal latest 30th June. This will also enable us to advertise the published journal at the annual conferences of IALE in September of each year.
- x. Acceptance letters will be issued in respect of articles assessed and found publishable, not later than 31st May of the publication year.
- xi. Publication fees of 20, 000 Naira (for members in Nigeria) and 100 US Dollars(for members outside Nigeria), and 25,000 Naira (for non-members in Nigeria) and 150 US Dollars(for non-members outside Nigeria) must be paid upon the return of a clean/soft copy of the paper accepted for publication not later than two weeks after the issuance of acceptance letter.
- xii. Assessment and publication fees should be paid directly into the association's account

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Contents

| | | |
|-----|---|-----|
| 1. | Language Teachers' Assessment Practices and Training Needs in Secondary Schools in Benin Metropolis <i>Regina Besidone Danner Ph.D and Juliet O. Osatohanmwon</i> | 1 |
| 2. | The Use of Multimedia Tools in English Teaching in a Globalized World <i>Itohan Ethel Ekhaton Ph.D</i> | 14 |
| 3. | Teaching in Contemporary Society: Methods and Strategies that Enhance Teaching of Critical Comprehension Skills (for Effective Participation in Global Affairs) <i>Ebibi, Johnson Ojeka Ph.D</i> | 31 |
| 4. | A Comparative Study of the Use of Social Media (Whatsapp) and Social Network (Zoom) in the Teaching and Learning of English Language in Nigeria. <i>Famuyiwa, F. R. and Jibowo, A. V.</i> | 39 |
| 5. | Professional Updates of English Language Educators in Nigeria for Globalization <i>Fasae, Felicia Bosedeh Kehinde Ph.D and Ogunleye Aderonke Gladys Ph.D</i> | 50 |
| 6. | The Influence of Online/Offline Digital Games on Language Learning Outside the Classroom: Implication for Second Language Learners <i>Nwodo Cecilia Sopoluchi and Ekwueme Joekin</i> | 60 |
| 7. | Making English Language Classrooms in Nigeria Inclusive: Implications and Challenges <i>Obiezu, Maureen Nnenna and Ezeife, Noeleen Onyinye</i> | 71 |
| 8. | Effect of Advance Organizers on Students' Achievement in Reading Comprehension <i>Felicia N. Ofuani Ph.D and Deborah O. Akinteye</i> | 79 |
| 9. | The National Language Policy: A Threat to National Unity <i>Kehinde Olufemi Ogunyemi, Ph.D and Oladotun Opeoluwa Olagbaju, Ph.D</i> | 86 |
| 10. | Threats of Language to Cultural Relativity in a Globalized world: The Example of Proverbs and Metaphors in the 2020 #Endsars Movement on Independent Radio Talk Show, Benin-City <i>Grace I. Omo-Ojugo and Monday A. Okugbe</i> | 95 |
| 11. | Using Technology in Language Classroom: Effect of Computer Animations on Primary Four Pupils' Achievement in English Reading Comprehension in Ondo, Nigeria <i>Mopelola Sussan Olakunde</i> | 103 |
| 12. | Assessment of Internet Based Brainstorming Strategy for Teaching Writing Skill in a Globalized World <i>Oluwadare Beatrice Idowu, Ph.D</i> | 110 |
| 13. | Theoretical Foundations of the Task Based Language Teaching (TBLT) <i>Osa-Omoregie, Omawumi Doreen, Ph.D</i> | 122 |
| 14. | Comparative Analysis of Language Policy Statements for Primary and Secondary Schools in West African Anglophone and Francophone Countries <i>Olaniyi Adepeju Folasade Ph.D and Ajibade Yetunde Adedoyin Ph.D</i> | 132 |
| 15. | New Trends in the Teaching and Testing of English Speaking Skill in a Globalised World <i>Prof. D. O. Fakeye, J.O. Adedigba, Ph.D. and Bosedeh Fakeye, Ph.D</i> | 142 |
| 16. | Mapping a Framework of Usage of Digitalised Mother-Tongue Collections for Awareness Campaigns and Behavioural Change in Nigeria <i>Prof. K. O. Ojokheta</i> | 150 |
| 17. | Effects of Class Size, Task-Based and Traditional Methods of Teaching Punctuation Marks on Senior Secondary School Students' Proficiency in using Punctuation Marks <i>Chidimma Ebele Ume, F. N. Ofuani Ph.D and Prof. Uche B. Gbenedio</i> | 161 |
| 18. | Digital Literacy Skills of Teachers of English in Ondo State: Implications for Literacy Development <i>Apata, Stella Bolanle</i> | 168 |
| 19. | Effects of Word Connect Games on Primary School Pupils' Achievement in the English Language Spelling and Vocabulary <i>Vivian Chioma Ike</i> | 176 |
| 20. | Language Teaching and Learning in a Globalised World - The Challenges that Language Teachers Face <i>C. O. O. Kolawole, Ph.D, MNAE</i> | 184 |

Language Teachers' Assessment Practices and Training Needs in Secondary Schools in Benin Metropolis

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Abstract

This study investigated the assessment practices of English language teachers in Benin Metropolis. A survey research design was adopted for the study. Seventy-five English language teachers were randomly selected and a questionnaire was used for data collection. Both descriptive and inferential statistics were used for data analysis. The findings revealed that majority (88%) of the teachers have some form of training in assessment with only 12 percent of them claiming not to have any form of training. The findings also showed that only 12 percent claimed to have had this training during their pre-service training programme. The results also revealed that teachers' assessment practices were rather low. Apart from preparing their own test items ($M = 3.59$) and giving students' feedback ($M = 3.52$), teachers use of modern assessment practices such as the use of portfolio assessment technique very low ($M = 1.92$). Teachers also had deficiency in virtually all aspects of assessment; test design and testing procedures such as reliability, validity and the use of statistics for the interpretation of test results, testing productive and receptive language skills along with integrated skills. The only area where they were confident or comfortable was with testing micro-linguistic aspect of language, i.e., grammar and vocabulary. The results also showed that demographic variables; sex, years of teaching and professional qualification had no influence on teachers' assessment practice. It was therefore recommended that language assessment courses should be incorporated in the pre-service language curriculum in teacher education programmes in the country among others.

Keywords: Language teachers, Assessment practices, Assessment literacy, Language assessment literacy, Training needs, Benin Metropolis

Introduction

Language teachers have been traditionally involved in various assessment related activities, such as setting of teacher-made classroom tests, compiling test scores, filling result sheets, and communicating assessment results to parents/guardians. This is often used in making educational decisions, such as promotion of students from one class to another or from one educational level to another. However, in the 21st Century, language assessment has taken new dimensions; classroom assessment approaches have gone beyond the traditional paper and pencil practices, it now includes other performance assessment methods. These alternative assessments are student-centred with students taking more responsibility for their own learning. Assessment is also an integral part of the learning experience, which helps to “stimulate students' abilities to create and apply a wide range of knowledge rather than simply engaging in acts of memorization” (Asassfeh, 2019).

With this, the role of the teacher has extended far beyond that of pedagogical skills and/or content knowledge. Teachers are tasked with the responsibilities of generating and administering classroom-focussed language assessment to meet both internal and external testing procedures. Not only are teachers responsible for generating and administering assessment, they are also charged with explaining the results to students, their parents and various stakeholders (Kahl, Hofman & Bryant, 2013). These reports not only impact classroom grades, but influence local, state and national decisions on examination results. The rapid evolution of assessment has changed how it is conducted and reported. For instance, there is an increased emphasis on authentic, alternate, performance-based and computer-based assessment procedures that aim at meeting students need in real-life language settings (Jabsheh, 2020). There seems to be however serious problem looming in this regard, as English language assessment in Nigeria is still highly dominated

by traditional testing from the classroom to the national level. This is not peculiar to Nigeria, as several studies worldwide have also pointed to the fact that there is a great problem with language teachers' assessment proficiency. Alderson's (2005) study, reported that many tests prepared by teachers were of low quality. Similarly, Gardner and Rea-Dickins (2001) found that many English language teachers had a limited set of language testing terms. In a study by Vogt and Tsagari (2014) on the assessment training needs of teachers in Europe, it was discovered that language teachers' assessment literacy was "not very well developed" (p.20). They learned about assessment on the job, thus they needed training in areas such as portfolio assessment, preparing classroom tests, peer and self-assessment, item writing, interviewing and rating among many other assessment tools. These findings point to the fact that if language teachers are to benefit from the gain of assessment in the teaching and learning process they must be assessment literate.

Assessment literacy (AL) is defined as a basic understanding of educational assessment and related skills (Stiggins, 1991). It is increasingly being recognized as an integral part of teacher expertise (Popham, 2009; Xu & Brown, 2016). It is generally agreed that teachers need a sound mastery of assessment principles and techniques to make sophisticated judgments about the validity of assessment practices and/or policies in specific contexts (Kane, 2006). Assessment literacy is very vital for the language teacher as it gives them the knowledge and necessary tools to help them understand what they are assessing, how to assess according to specific purposes, and what decisions they need to make in order to assess their learners effectively and maximize learning (Asassfeh, 2018; Jabsheh, 2020). Teachers need assessment information to make informed decisions about their students' learning abilities, and how to place them in appropriate levels. Generally, it gives teachers an insight into their students' abilities, achievements, and whether they have achieved the learning objectives or not.

English language teachers must understand, to a certain degree what the lack of assessment literacy means for them and their students. The increasing complexity of assessment requires that teachers improve their assessment proficiency. Thus, as a way of addressing this issue, the study aims at examining English language teachers' assessment literacy and training needs in secondary schools in Benin metropolis.

Statement of the Problem

Despite the importance of language assessment for teaching and learning, some teachers still view assessment as a hindrance or distraction (Malone, 2008). Additionally, assessment practices typically require some degree of technical knowledge or training to implement effectively, but language teachers often receive limited pre-service training in assessment and testing (Malone, 2008). This may be responsible for their lack of competence in assessment practices. Despite the growing consensus in the field of language testing on the need for assessment literacy, limited empirical work has been conducted regarding teacher language assessment. There is therefore the need to examine English language teachers assessment practices and training needs in secondary schools.

In addition, certain factors have been identified as being associated with assessment literacy; gender, years of teaching experience and professional qualification to mention just a few (Alkharusi, 2009; Popham, 2006; Volante & Fazio, 2007); hence, the study sought to examine the influence of these variables (gender, years of teaching experience and professional qualification) on English language teachers' assessment literacy and training needs in secondary schools in Benin metropolis.

Review of Related Literature

The Concept of Assessment

The word 'assess' is derived from the Latin word 'assidere', which means to sit beside. Literally, therefore, to assess means to "sit beside the learner." Basically, assessment is the process of

gathering meaningful information about the students' level of performance to inform teaching and learning. According to Chapelle and Brindley (2002), assessment refers to the act of collecting information and making judgments about learners' knowledge of the language and abilities to use it. In other words, assessment is important to know whether students' abilities have reached the goals of the teaching-learning process. Assessment of language teaching integrates the four skills, namely listening, reading, speaking, and writing. This is because the students learn all these skills and therefore are expected to master these four basic skills of English language (Purwanti & Hatmanto, 2019).

Rust (2002) states that "Assessment plays a crucial role in the educational process: it determines much of the work that students undertake; affects their approach to learning and, it can be argued, is an indication of which aspects of the course are valued most highly" (p. 1). According to Sadler (2009), "assessment refers to the making of evaluation on students' overall performance and generating assumptions regarding their learning and production education-wise, which include the quality or achievement in tasks such as tests, projects, reports and examinations" (p.). it is, consequently, very important that teachers are assessment literate.

Assessment Literacy

The term "assessment literacy" was coined by Stiggins (1991) to describe the knowledge and skills teachers need to be able to plan for, administer, interpret and apply the results of assessments accurately and effectively (Boyles 2005; Malone, 2008; Stiggins, 1999; Stoyhoff & Chapelle, 2005; Taylor, 2009). Ainsworth and Viegent (2006) defined teachers' assessment literacy as the "ability to understand the different purposes and types of assessment in order to select the most appropriate type of assessment to meet a specific purpose" (p.53). According to Mertler and Campbell (2005), assessment literacy is an educator's ability to recognize sound assessment, evaluation, and

communication practice by understanding the purposes associated with different assessment methods and student achievement, communicating assessment results effectively, and using assessment to maximize student motivation. While assessment literacy may appear unified in this definition, the construct encompasses several domains of knowledge such as classroom assessment, measurement, evaluation, statistics, and psychometrics.

Several instruments have been developed to measure teachers' assessment literacy (Burry-Stock & Frazier, 2008; Zhang & Burry-Stock, 1994). These instruments are designed to measure the extent to which teachers report that they engage in practices identified with assessment literacy as conceptualized by Ainsworth and Viegent (2006). Earlier on Schafer (1991) had listed eight areas related to teachers' assessment literacy. These include:

- understanding basic assessment concepts and terminology,
- knowing uses of assessment,
- planning and developing assessments,
- interpreting assessments,
- describing assessment results,
- evaluating and improving assessments,
- grading and providing feedback, and
- awareness of ethical issues in assessment.

These standards describe the knowledge and skills that should be possessed by teachers to be assessment literate. The standards state that teachers should be able to choose and develop appropriate assessment methods; administer, score, and interpret assessment results; use these results when making educational decisions; develop valid grading procedures; communicate assessment results to various audiences; and recognize inappropriate practices of assessment. As the need for high-quality assessment of student learning increases, an examination of teachers' assessment literacy in language teaching and learning becomes important.

Language Assessment Literacy

Taking the definition of assessment literacy as

the root and focusing on the competency of language teachers, a novel term has flourished which is language assessment literacy (LAL). According to Taylor (2009) cited in Ölmezer-Öztürk and Aydın (2018), language assessment literacy can be defined as “the level of knowledge, skills and understanding of assessment principles and practice that is increasingly required by other test stakeholder groups, depending on their needs and contexts (p. 24). Malone (2013) defined it as “language teachers' familiarity with testing definitions and the application of this knowledge to classroom practices in general and specifically to issues related to assessing language” (p.329). To Inbar-Lourie (2017), language assessment literacy requires additional competencies than those required for assessment literacy; it involves the combination of assessment literacy skills and language-specific skills. Language assessment allows teachers to gather information about student learning and adjust their instructional practices accordingly. When integrated with instruction, assessment can support student-centred teaching by helping teachers understand what students have learned or are able to do and what they still need to know (Shepard, 2000). Lan and Fan's (2019) study examined assessment literacy training for in-service teachers of English as a foreign language (EFL). The sample of the study was made up of 344 EFL teachers in Chinese middle schools. The result of the study revealed that EFL teachers investigated were barely at the functional level of classroom-based language assessment literacy (CBLAL). Majority of the teachers reported their wish to improve their assessment literacy through professional training, which will help them “to understand the central concepts of classroom-based language assessment and use their knowledge in practice” (Lan & Fan, 2019 p.112). Studies have revealed that language teachers are greatly inclined to the use of traditional assessment methods, such as quizzes, which often concentrate on the assessment of micro-skills; vocabulary and grammar, leaving out speaking and writing in their assessment (López & Bernal, 2009).

Factors Associated with Assessment Literacy

Several factors have been associated with Assessment Literacy. These include: years of teaching and professional experience and gender.

Years of Teaching and Professional Qualification

Studies have revealed that years of teaching experience and professional qualification are associated with teachers' assessment literacy. However, it has not been decided whether to assume that more years of teaching experience will guarantee the development of the teacher's assessment literacy or not. As Sevimel-Sahin (2020) noted, “though novice EFL teachers reported that they had good knowledge of constructing language tests, they also stated they had some difficulty in applying their tests, due to the local needs of their teaching context”. In a survey of assessment literacy of 69 pre-service teachers, Volante and Fazio (2007) reported that the self-described levels of assessment literacy of the sampled teachers was relatively low for the pre-service teachers across the 4-year education programme and hence agreed with Popham's (2006) assertion on the need for in-service assessment training to ensure an acceptable level of assessment literacy among language teachers.

Gender

Gender has also been discovered to be associated with teachers' assessment literacy. In a survey of two hundred and eleven (211) pre-service teachers, Alkharusi (2009) found that male teachers tended to have on the average a higher level of measurement and testing knowledge than female teachers.

Purpose of the Study

The purpose of this study is to: (1) assess English language teachers' assessment practices (2) determine their assessment training needs, and (3) determine whether teachers' demographic factors such as gender, years of teaching experience and professional qualification influence their assessment

practices. To achieve the objectives of the study, the following research questions were formulated:

1. What are the assessment practices of English language teachers in secondary schools in Benin Metropolis?
2. What are the assessment training needs of English language teachers in secondary schools in Benin Metropolis?
3. Do teachers' demographic characteristics (i.e. gender, years of teaching experience and professional qualification) have an influence on their assessment practices?

Research question 3 was further hypothesized “There is no significant influence of teachers demographic characteristics (i.e. gender, years of teaching and professional qualification) on their assessment practices” and tested at 0.05 level of significance.

Methodology

The sample of the study comprises seventy-five (75) out of a population of approximately two hundred and twenty-eight (228) English language teachers in secondary schools in Benin Metropolis. The data for this study was collected using a questionnaire adapted from instruments used in previous studies (Burry-Stock & Frazier, 2008; Hasselgreen, Carlsen & Helness, 2004; Zhang & Burry-Stock, 1994) The questionnaire was validated by a five-member panel of three university professors (two in language education and one in measurement and evaluation) and two practicing teachers at the secondary school level. For reliability, the survey was piloted on fifteen (15) teachers who

were not part of the main study. Cronbach Alpha statistics was conducted with the alpha coefficient range of .74 to .88 for the different subsections of the questionnaire showing that the instrument was reliable.

Data for the study were collected personally by the researchers on a face-to-face basis. After survey distribution and collection, questionnaires were checked for completion, and data from 75 questionnaires were fed into and analysed using SPSS version 24.0. Research questions one and two were answered using frequency counts, percentage, mean and standard deviation, while research question three was further hypothesized and tested using multi-factorial analysis of variance tested at the 0.05 level of significance.

Results

There were fifty-three (53) seventy-one percent (71%) females and twenty-two (22) twenty-nine percent (29%) male teachers in the sample. The following years of teaching experience were represented in the sample: Below 10 years (n = 14, 19%; 11 – 20 years (n = 22, 29%), and 21 years and above (n = 39, 52%). The majority (n =66, 88%) were professionally qualified teachers while (n = 9, 12%) were not professionally qualified.

On whether the respondents had any formal training in assessment and where they received the training, the findings revealed that twelve percent (12%) of the teachers claimed to have had no training while eighty-eight percent (88%) claimed to have had some form of training.

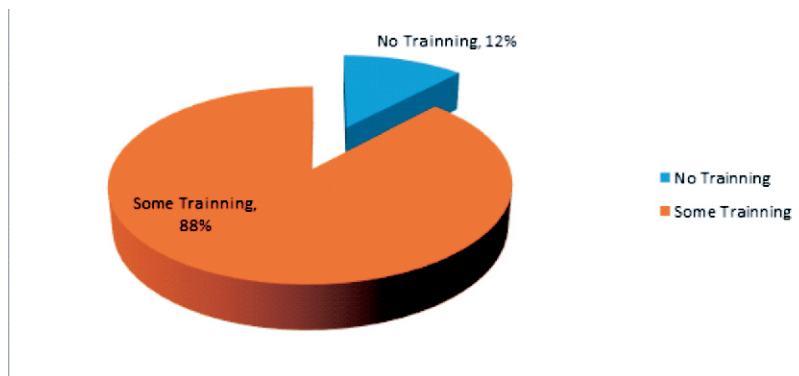


Figure 1: Teachers' Claimed Formal training in assessment

As to where they had the training; twelve percent (12%) had claimed not to have any training, twelve percent (12%) claimed to have

had the training pre-service, forty-four percent (44%) claimed they had training in in-service, while thirty-two percent (32%) reported that they had the training in both pre-service and in-service (Figure 2).

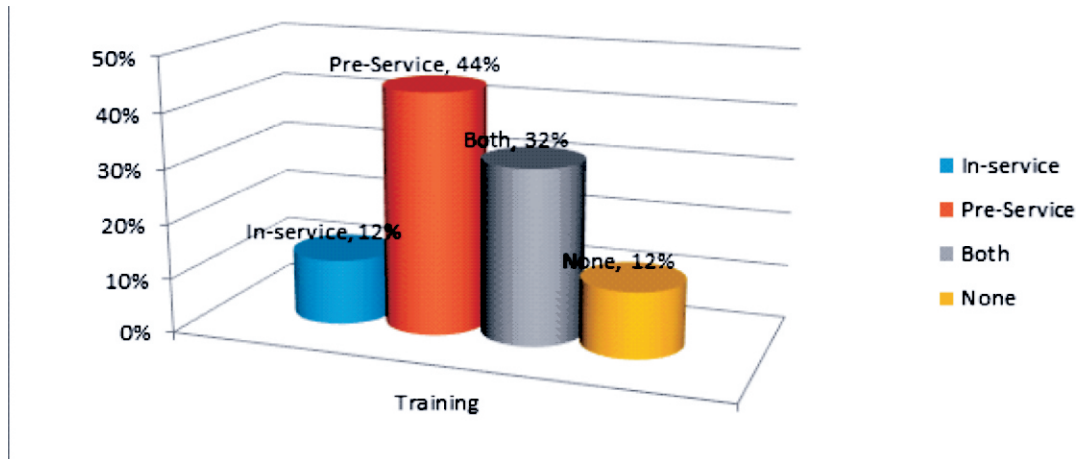


Figure 2: Source or Place of Assessment Training for Teachers

Research Question One: What are the assessment practices of English language teachers in secondary schools in Benin

Metropolis?

Research question one sought to find out the assessment practices teachers are engaged in when teaching in the classroom. To assess this, teachers' classroom-focused practices and purpose of assessment were examined.

Table 1: Teachers' Common Assessment Practices

| S/N | Assessment Practices | Often | Occasionally | Sometimes | Never | Mean | SD |
|-----|---|---------------|---------------|---------------|---------------|------|------|
| 1 | Preparing your own test items/questions | 58 (54.7%) | 5 (6.7%) | 10 (13.3%) | 2 (2.7%) | 3.59 | .824 |
| 2 | Using ready-made test items/questions prepared by authors which are available in the market | 28 (37.3%) | 34 (45.3%) | 6 (8%) | 7 (9.3%) | 3.11 | .909 |
| 3 | Interpreting test results | 41 (54.7%) | 20 (26.7%) | 12 (16%) | 2 (2.7%) | 3.33 | .844 |
| 4 | Giving feedback to students | 53 (70.7%) | 10 (13.3%) | 10 (13.3%) | 2 (2.7%) | 3.52 | .828 |
| 5 | Using self/peer assessment technique | 11 (14.7%) | 47 (62.7%) | 15 (20%) | 2 (2.7%) | 2.89 | .669 |
| 6 | Using informal continuous assessment | 8 (10.7%) | 40 (53.3%) | 17 (22.7%) | 10 (13.3%) | 2.61 | .853 |
| 7 | Using portfolio assessment technique | 4 (5.3%) | 11 (14.7%) | 35 (46.7%) | 25 (33.3%) | 1.92 | .834 |

Table 1 shows that the respondents prepare their own test items ($M = 3.59$, $SD = .824$) often, but whether these items are standard was not examined. They also reported giving students feedback ($M = 3.52$, $SD = .828$). The table also reveals that teachers' use of modern assessment

practices was low. For instance for the use of portfolio assessment technique ($M = 1.92$, $SD = .834$); only four (4) teachers claimed to use it often. To further examine teachers' assessment practices, the purposes of their use of assessment was examined (Figure 3).

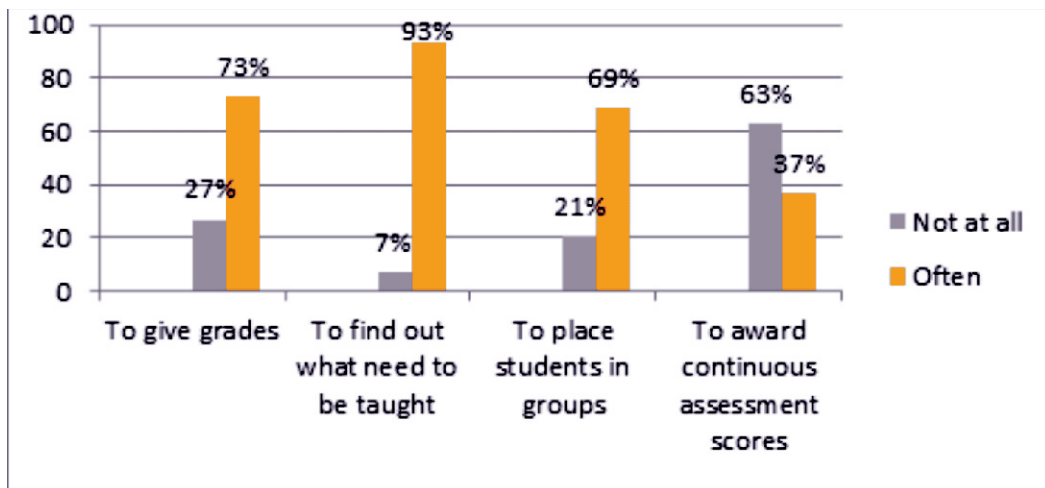


Figure 3: Teachers' Use of Assessment

Figure 3 shows that ninety-three percent (93%) of the respondents reported using assessment to find out what needs to be taught, seventy-three percent (73%) use it to award grades, sixty-nine percent (69%) use it to place students in groups, while only thirty-seven percent (37%) use it to award continuous assessment scores.

Research Question Two: What areb the

assessment training needs of English language teachers in secondary schools in Benin Metropolis.

Research question two was concerned with the training needs of English language teachers as reported by them. To address this, respondents report on their areas of difficulty in assessment practices and their perceived training needs were examined (Table 2 and Figure 4).

Table 2: Language Assessment Practices that Teachers find Difficult

| S/N | Assessment Practices | Not at all | A little difficult | Quite difficult | Very difficult | Mean | Std. Deviation |
|-----|---|---------------|--------------------|-----------------|----------------|------|----------------|
| 1 | Preparing test items/questions | 50 (66.7%) | 17 (22.7%) | 8 (10.7%) | 0 (0%) | 1.44 | .683 |
| 2 | Interpreting test results | 50 (66.7%) | 23 (30.7%) | 2 (2.7%) | 0 (0%) | 1.36 | .536 |
| 3 | Giving feedback to students | 54 (72%) | 21 (28%) | 0 (0%) | 0 (0%) | 1.28 | .452 |
| 4 | Using self/peer assessment technique | 28 (37.3%) | 41 (54.7%) | 2 (2.7%) | 4 (5.3%) | 1.76 | .750 |
| 5 | Using informal continuous assessment | 40 (53.3%) | 29 (38.7%) | 2 (2.7%) | 4 (5.3%) | 1.60 | .788 |
| 6 | Using portfolio assessment technique | 26 (34.7%) | 24 (32%) | 21 (28%) | 4 (5.3%) | 2.04 | .922 |
| 7 | Testing receptive language skills – listening and reading | 27 (36%) | 39 (52%) | 9 (12%) | 0 (0%) | 1.76 | .654 |
| 8 | Testing productive language skills – speaking and writing | 27 (36%) | 44 (58.7%) | 4 (5.3%) | 0 (0%) | 1.75 | .718 |
| 9 | Testing grammatical structures and vocabulary | 32 (42.7%) | 34 (45.3%) | 7 (9.3%) | 2 (2.7%) | 1.72 | .745 |
| 10 | Testing integrated language skills | 23 (30.7%) | 35 (46.7%) | 11 (14.7%) | 6 (8%) | 2.00 | .885 |
| 11 | Testing aspect of culture of the language | 40 (53.3%) | 23 (30.7%) | 8 (10.7%) | 4 (5.3%) | 1.68 | .872 |
| 12 | Establishing validity of test items | 12 (16%) | 41 (54.7%) | 20 (26.7%) | 2 (2.7%) | 2.16 | .717 |
| 13 | Establishing reliability of test items | 14 (18.7%) | 39 (52%) | 20 (26.7%) | 2 (2.7%) | 2.13 | .741 |
| 14 | Using statistics for interpretation of test results | 15 (20%) | 33 (44%) | 21 (28%) | 6 (8%) | 2.24 | .867 |

In Table 2 respondents reported having difficulty with the following assessment practices in their classrooms: using statistics for interpretation of test results ($M = 2.24$, $SD = .867$), establishing validity of test items ($M = 2.16$, $SD = .717$), establishing reliability of test

items ($M = 2.13$, $SD = .741$), using portfolio assessment technique ($M = 2.04$, $SD = .922$), and testing integrated language skills ($M = 2.00$, $SD = .885$). Based on this, teachers were further requested to state their perceived assessment training needs (Figure 4).

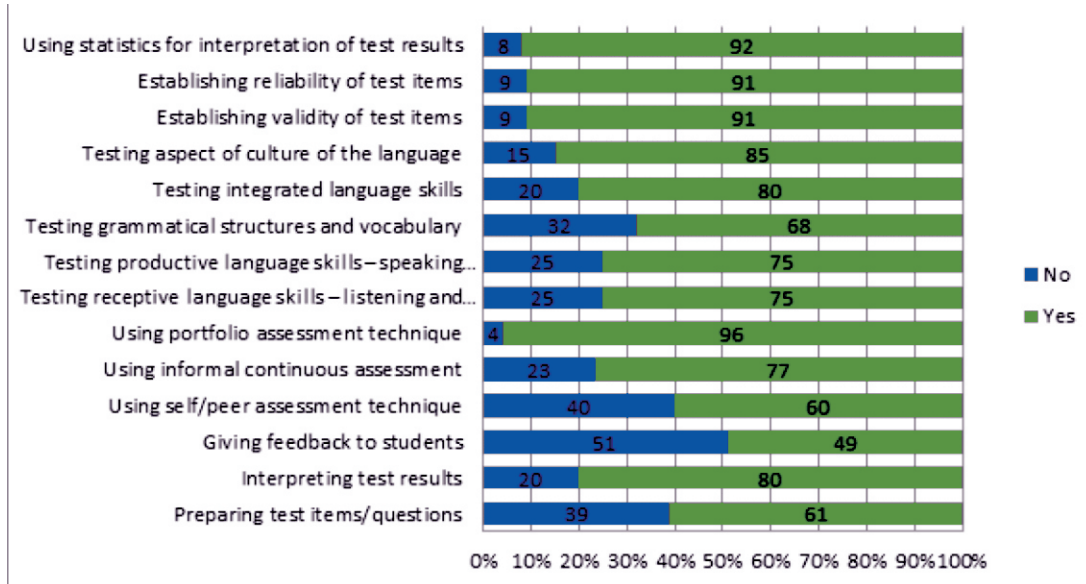


Figure 4: Teachers' Perceived Assessment Training Needs

The findings in this section reveal that teachers generally perceived the need for training across the board. Generally, the response was overwhelmingly weighted toward “Yes”. It was in only one assessment activity (Giving feedback to students) that about half of the respondents (51%) say “No” than “Yes”. Certain activities/aspects where teachers agreed that they particularly needed training include the following:

- Using portfolio assessment technique (96%).
- Using statistics for interpretation of test results (92%).
- Establishing reliability of test items (91%).
- Establishing validity of test items (91%).
- Testing aspects of culture of the language (85%).
- Interpreting test results (80%).
- Testing integrated language skills (80%).

Hypothesis One: There is no significant influence of teachers' demographic characteristics (i.e. gender, years of teaching experience and professional qualification) on their assessment practices.

The score for teachers' assessment practices for each person was treated as the dependent variable in a multi-factorial analysis of variance. The model tested simultaneously the main effects for gender, years of teaching experience and professional qualification with all two-ways and three-way interactions. No statistically significant results were found for any of the main effects: sex ($F = .135$, $P = .714$), years of teaching ($F = .150$, $P = .861$), and professional qualification ($F = .093$, $p = .761$). This means that no single demographic characteristics had a significant influence on teachers' assessment practices.

Table3: Summary of Multi-Factorial Analysis of Variance for Sex, Years of Teaching and Professional Qualification

Dependent Variable: Scores on Teachers' Assessment Practices

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|--|-------------------------|----|-------------|---------|------|
| Corrected Model | .426 ^a | 10 | .043 | .295 | .980 |
| Intercept | 129.297 | 1 | 129.297 | 895.970 | .000 |
| Sex | .020 | 1 | .020 | .135 | .714 |
| Years of Teaching | .043 | 2 | .022 | .150 | .861 |
| Professional Qualification | .013 | 1 | .013 | .093 | .761 |
| Sex * Years of Teaching | .215 | 2 | .108 | .745 | .479 |
| Sex * Professional Qualification | .006 | 1 | .006 | .038 | .846 |
| Years of Teaching * Professional Qualification | .070 | 2 | .035 | .244 | .784 |
| Sex * Years of Teaching * Professional Qualification | .003 | 1 | .003 | .023 | .880 |
| Error | 9.236 | 64 | .144 | | |
| Total | 437.386 | 75 | | | |
| Corrected Total | 9.662 | 74 | | | |

a. R Squared = .044 (Adjusted R Squared = -.105)

Discussion

The aim of the study was to examine English language teachers' assessment practices and training needs in senior secondary schools in Benin Metropolis. The findings revealed that majority to the teachers surveyed had some form of training in educational assessment with only twelve percent (12%) of them claiming not to have any form of training. The findings also showed that only twelve percent (12%) claimed to have had this training during their pre-service training programme. These points to the glaring inadequate assessment training in pre-service programmes which several previous studies had pointed out (Djoub, 2017). The finding is also in support of Babanoglu and Agcam's (2017) study which found high use of traditional paper-based tests among English language teachers.

The results of the study revealed that teachers' assessment practices were rather low. Apart from preparing their own test items ($M = 3.59$) and giving students' feedback ($M = 3.52$), teachers use of modern assessment practices was very low. For instance the use of portfolio assessment technique was extremely low ($M = 1.92$). This is in consonance with the findings of

Alkharusi et al (2011); Mertler (2004) and Plake et al (1993). These international evidences suggest that assessment illiteracy is a global phenomenon.

Teachers mainly used assessment "for finding out what need to be taught". This is quite good as it would enable the teacher to determine areas in the syllabus that need to be taught and their students' strengths and weaknesses. However they rarely made use of assessment for "awarding continuous assessment scores". This is not a good practice as the National Policy on Education (2013) recommends the use of continuous assessment as part of the composite score for students. Whether this is being implemented anywhere is an area for further research.

Findings on the issue of difficulty and training needs revealed that the teachers needed training in classroom-focused assessment practices. The findings showed teachers' deficiency in virtually all aspects of assessment. Apart from giving students feedback, the results suggest that teachers need support in test design and testing procedures such as reliability, validity of test items and the use of statistics for the

interpretation of test results. Teachers' lack of competency in testing productive and receptive language skills as well as integrated skills is a pointer to the teaching methods these teachers adopt in their language classrooms. The only area in which they were confident or comfortable was "with testing micro-linguistic aspect of language; grammar and vocabulary. A possible explanation for this might be the dominance of grammar instruction in Nigerian English as a Second Language (ESL) classroom, since teachers are used to teaching grammar and introducing new vocabulary in the reading passages, they are more comfortable testing these micro-linguistic components of language.

The only hypotheses formulated for the study sought to determine whether certain demographic variables such as sex, years of teaching and professional qualification influenced teachers' assessment practices. The result of the multi-factorial analysis of variance that was conducted revealed that there were no significant main and interaction influence of these variables on teachers' assessment practices. This is in agreement with earlier studies which did not find significant differences based on these variables, Volante and Fazio (2007) found no difference based on years of experience. This however, is at variance with the findings of Alkharusi (2009) who found that male pre-service teachers tended to have on the average a higher level of measurement and testing knowledge than female teachers.

Conclusion and Recommendations

As the first study on English language teachers' assessment practices or literacy, in Benin Metropolis, our central finding was that these teachers have a low level of assessment literacy in certain dimensions with limited influence from demographic characteristics of teachers. This study contributes to assessment research with evidence from English language teachers in senior secondary schools in Benin Metropolis corroborating the conclusion that teachers' assessment literacy is low and needs development.

Based on the findings and conclusion, the following recommendations are offered:

- First is the need for policymakers, language assessment specialists, language educators and university administrators to jointly develop assessment policies, professional standards and guidelines, which could be used for quality assurance for language teachers' assessment practices.
- Language assessment should be incorporated in the pre-service course requirement in teacher education programmes in the country.
- The International Association of Language Educators (IALE) should consider developing professional standards and guidelines for language teacher assessment literacy in conjunction with the Teachers Registration Council of Nigeria (TRCN) as part of teachers' certification process.
- There should be continuous and sustainable enhancement of in-service teachers' professional development in assessment so that they will always be abreast of changes in assessment types and practices.

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The Use of Multimedia Tools in English Teaching in a Globalized World

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Abstract

The 21st century is the age of information as well as knowledge economy age. The rapid development of information technology provides us with advanced teaching means – multimedia in a globalized world. It is true that multimedia has many advantages in English teaching, such as offering more information, saving more time, stimulating students' imagination and creativity, and so on. Multimedia has many advantages and should not be used blindly. This paper, gives a general introduction of multimedia and multimedia in a globalized world. It also illustrates the necessity of multimedia in English teaching and elaborates the advantages of multimedia teaching and problems when we use multimedia. Finally, some strategies on how to use multimedia well were suggested.

Keywords: Multimedia, globalized world, assisting role, application.

Introduction

The 21st century is the age of globalization that one important instrument is to grasp one or various foreign languages and English language comes first. With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, traditional teaching model is unfit for contemporary English teaching and therefore multimedia technology featuring audio, visual animation effects comes into full play in English class teaching and sets a favourable platform for reform and exploration on English teaching model in the new era. Its proved, that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. Educators have heralded the advent of multimedia technologies as a catalyst for change in traditional teaching practices to innovate and improve on traditional practices (Lefoes, 1998; Relan & Gillani, 1997)

Technology is utilized for the upliftment of modern styles; it satisfies both visual and auditory senses of the students. According to David Graddol, “it is the language at that the leading edge of scientific and technological development, new thinking in economics and management, new literatures and entertainment genre”

In addition, the modern language teachers have new challenges and duties given by the new era. The tradition of English teaching has been

drastically changed with the remarkable development of newer technologies such as multimedia technology. Technology provides so many options as it makes teaching interesting and productive because it has capability to attract the language learners. David Graddol (1977) states that “technology lays at the heart of the globalization process; affecting education work and culture”. Thus, technology is one of the most significant drivers of both social and linguistic change.

In the recent times, the English teacher considered power point to be a simple multi – media application that encourages the students to study set texts analytically (Godwyn 2000) Mayer (2009) expressed the rational for multimedia presentations-that is presenting material in words and pictures – is that it takes advantage of the full capacity of humans for processing information. One of the ultimate goals of multimedia language teaching is to promote students motivation and learning interest, which can be a practical way to get them involved in the language learning (Tharmarana, 2015)

As a result of the conventional teacher centred and text-oriented teaching, the phenomenon that English learners have low motivation and low efficiency in English learning is very common. Active learning means that the mind is actively engaged. Its defining characteristics are that students are dynamic participants in their learning and are also reflecting and monitoring

both the processes and the results of their learning (Barley,2010). These learning outcomes are far-fetched in the traditional mode of teaching which is driven by excessive text dependence, less learner-centred instructions which cannot adequately address a wide variety of academic needs, culture inclinations and learning styles. The teacher's mode of instruction is also stereotyped to his lesson plan, giving no room for flexibility of knowledge transfer in the course of the teaching process, some scholarly researches have shown that teacher-centred instructions and questioning strategies have little impact on the cognitive and overall learning outcomes of students (Acree &Denkert, 2005). Facing the challenges and demand of new century, English is no longer something carried by a single English teacher, standing in front of a classroom where we have only blackboard, chalk, and tape recorder, transmitting information to a group of students by using traditional ways. Along with the development of computer and information technology, the wide application of multimedia technology has opened up a brand new field for English teaching. But in Nigeria, there exists such a contradictory situation in English teaching. People who are good at multimedia have no idea about English teaching while some English teachers know little about multimedia. There are many questions, when some English teachers use multimedia. What is Multimedia? Why we choose multimedia to assist English teaching? How to make good use of multimedia? These questions will be answered in this paper.

The Definition of Multimedia

Multimedia is the use of computers to present text, graphics, video, animation, and sound in an integrated way. When we talk about multimedia, a term CALL (Computer Assisted Language Learning) should not be ignored. Since the media can be integrated by using computer, the multimedia has close relation with CALL. Sometimes people even use CALL to stand for multimedia.(Zhen,2016) Although the definition of multimedia is very simple, making it work is very complicated.

Components of Multimedia

Multimedia is composed of various components: text, animation, sound, and video. These components can contribute differentially to the learning of material.

Text: It is fundamental element in all multimedia applications. It conveys most information (Vanghan, 2004). We can use ordinary text or various typographic effects for emphasis or clarification in English teaching. In order to catch the reader's attention, teachers can use different font size, colour, and style to present information; emphasize a certain word or phrase.

Graphics. It refers to images and pictures, such as chart, diagram, and photograph, which contain no movement. Picture for Language Learning, graphics can stimulate interesting and motivation, improve understanding ability of language, and offer special reference object and topic (Wright, 2003). Graphics plays a very important role in language teaching process.

Animation. Animation is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement. Simply speaking, it ranges from the basic graph with a simple motion to a detailed image with complex movements. Assisted by the use of animation, teachers can highlight key knowledge points and heighten students' motivation (Vanghan, 2004).

Sound. It is speech, music, or any other sound that is stored and produced by computers. It has more advantages than tape recorder. In multimedia, teacher can use more vivid and fruitful sound to help students' English learning.

Video. It is the visible part of a television transmission and broadcast visual images of stationary or moving objects. Compared with animation, video can offer more vivid information. But it will consume more storage space than animation (Vanghan, 2004).

The Setting of Multimedia Classroom

In traditional classroom, most English teachers are used to using some conventional equipment, such as blackboard, chalk, tape recorders, and so on. However, we can find more modern equipment in a multimedia classroom. (Zhen,2016).

To ensure that readers can obtain a better understanding of multimedia English teaching, an illustration of a typical one-multimedia-PC classroom setting is vital and necessary. (Zhen,2016)

- (1) MPC – multimedia personal computer;
- (2) VCD/DVD player – video compound disk/digital video disk;
- (3) Amplifier and Hi-Fi acoustic system;
- (4) Overhead/slide projector;
- (5) Screen/curtain;
- (6) Projecting apparatus;
- (7) The Internet access;
- (8) Cassette tape recorder;
- (9) Camera recorder

The Necessity of Development of Modern Educational Technology

Modern educational technology, which is characterized by more information and stronger intuitive, is a combination of modern education and modern technology. The development of modern educational technology not only promotes the development of educational methods and means, but also promotes the development of educational thinking and model. With the rapid development of educational undertakings, more and more people pay much attention on multimedia teaching which belongs to modern education. Multimedia is gradually stepping into the front line of education – the classroom teaching. School teaching methods have become more inclined to multi-media teaching methods, and demonstrate its superiority in teaching. We can say that modern educational technology must lead to development of multi-media teaching. Only multimedia teaching can develop and improve the modern education technology well. (Zhen, 2016)

The Needs of Quality Education

There is no doubt, with the global economic development and strong competition, the Federal Ministry of Education pays much attention to quality education. How to follow the step of development of quality education in English teaching? The answer is that multimedia is one of the ways to promote the development of quality education. Multimedia English language teaching can enable students to be involved in a variety of sensory organ in the learning process and stimulate the students in the corresponding cortical function area. This stimulation is favour of understanding and memorizing knowledge, produces better learning outcomes, and improves classroom efficiency, thus breaking the traditional English teaching. Multimedia English teaching provides a good educational platform and adds vigour for quality education, enabling students to change and update their thinking from the traditional teaching, thereby enhancing the quality of all aspects. (Zhen, 2016)

The Importance of Students' Visual and Auditory Organs.

Cognitive psychology studies have shown that 94% of the information learned through the visual and auditory access, of which 88% is obtained through the vision, 12% through hearing. It is obviously that the visual organs are the most important informed organs of human (Wang, 1992). Under the present circumstances, only the multimedia teaching system can fully mobilize the students' audio-visual and other sensory organs, and thus get the best of the cognitive effect. Therefore, using multimedia teaching is very necessary, especially in English teaching; only effective co-ordination of multimedia can better complete the teaching task.

The Multimedia Teaching

Many studies have shown that many students are tired of traditional English classes, and are interested in new style learning. They have positive attitude towards computer technology used in the classroom, and such technology does

have a positive impact, because multimedia teaching have many advantages over other media in English teaching. Pun (2013) carried out a study on the use of technology to English language teaching in the non-native speaking countries and to bring out the problems faced by both teachers and learners of English. The study revealed that the rapid development of science and technology such as multimedia technology has offered a better tool to explore the new teaching method. In fact, multimedia technology has played an important role in English language teaching, especially in the non-native speakers of English.

Erizar et.al (2019) carried out a study to explore the effectiveness of multimedia use in English lessons at SMP 1 Menulaboh (Indonesia). This study also attempted to examine what factors that caused the need for multimedia use in learning English. The results showed that the use of multimedia in learning English at SMP 1 Menulaboh was effective. Gomez (2019) carried out a research work to analyze the incidence of multi-media resources in the English speaking skill, focusing on students of basic general education (EGB) at a private school in Guayaquil, which experience lack of technological resources to help teachers and students in the process of language teaching and learning particularly in the development of the speaking skill. The elaboration of a multimedia resources guide was proposed to assist teachers and help students improve their speaking skill.

The Use of Multimedia Technology in Teaching

As the popularity of English is expanding day by day and worldwide, the teachers of English feel the need of change in their language teaching methods. There are teachers who use the "leading edge of technological and scientific development" (Young and Bush 2004), but the majority of teachers still teach in the traditional manner. However, this paper does not claim that none of these traditional manners are bad or damaging the students. In principle, they are proving to be useful even today. There are many opportunities for students to gain confidence in

learning English who learn the language for more than just fun. For them, to keep pace with English language teaching and gain more confidence, they have to stride into the world of multimedia technology. Here, multimedia technology refers to computer-based interactive applications that use both the hardware and software, allowing people to share their ideas and information. It is a combination of text, graphics, animation, video and sound.

The twenty-first century is the age of globalization and information technology as Harry Samuels (2013) argues, "Much more recent developments in social media and information technology are taking foreign-language education in new directions"

English is one of the important mediums of communication in the world, so it is important to learn the language. As a result, English language teaching has been one of the important subjects in education. In fact, there are more non-native than native speakers of the language. (Reun 2013) There is also the diversity of context in terms of learner's age, nationality, and learning background that has become an important feature of English language teaching today.

With the rapid growth of science and technology, the use of multimedia technology in language teaching has created a favorable context for reforming and exploring English language teaching models in the new age. This trend features the use of audio, visual, and animation effects in the English language teaching classrooms. Multimedia technology plays a positive role in improving activities and initiatives of students and teaching effect in the classrooms. Elaborating of the scope of technology. According to Rana (2013), "Educational institutions all across the globe have already started implementing technology in education, and Nepal also needs to understand that there's no way to stop the evolution of technology; and rather than working on ways to separate technology from education, we rather need ways to combine them"(12). Thus, technological innovations should go hand in hand with the growth of English and change the way in which we communicate. In fact, the

growth of the Internet has facilitated the growth of the English language. In this sense, computers are no longer the exclusive domains of a few individuals, but rather they are available to many.

As the English language teaching models change rapidly, there has been a significant growth of literature regarding the use of technology in English language teaching. These literatures unequivocally accept technology as the most essential part in teaching. Such a tendency has emphasized on an essential role of technology in pedagogy in which technology has been dominant over the teachers. As a result, if we ignore technological developments, the teachers will never be able to catch up with the new trend, irrespective of our discipline or branch. Here, Rana (2013) says, "Teachers need to stop following the same old ways of teaching and experiment and acknowledge that the world is changing and we need education that augments that change" (12). For this reason, it is important for language teachers to be aware of the latest and best equipments and to have all information of what is available in any given situations.

Teachers can use multimedia technology to create more colorful and stimulating language classes. There are many techniques applicable in various forms to English language teaching situations that now threaten "to undermine the classroom completely as a place of study" (Motteram 2013). (20) Some are useful for testing and distance education; some for teaching business English, spoken English, reading, listening or interpreting. In the area of speaking skill, Contreras, Charry & Castro (2016) examined the way multimedia resources foster the speaking skill development in students of ESL. In this work the authors stress the difficulties teachers face in the development of students' speaking skills due to the context, which leads to the need of improving their classroom practices. This study proposes the use of podcasts, videos and power point presentations in order to develop learners pronunciation, vocabulary and fluency in English language. Butler-Pascoe & Wiburg (Cited by Contreras et

al, 2016) affirm that interaction increases with the application of technology and presents students language in a graphically and linguistically enhanced manner (P.3): in this way, Contreras et al. also affirm that applying multimedia is a great source of motivation that improve students' performance and the same time develop their speaking (2016.pp.30) The principle of teaching should be to appreciate new technologies without taking over the role of the teacher and without limiting the functions of traditional teaching methods. There are various reasons why all language teachers and learners must know how to make use of the new technology. Most importantly, the new technologies have been discovered and disseminated so quickly that we cannot avoid their attraction and influence on all of us: both teachers and learners, even both native and non-native speakers of English.

Advantages of the Use

As the multimedia technology becomes more readily available to all of us, it seems appropriate that the language teachers should integrate it into their lesson and assessment planning in the same way they have been doing with video, film and computer assisted learning strategies. The students are surrounded by technology and this technology can provide interesting and new approaches to language teaching because "the use of technology for teaching and learning is moving their institution in the right direction" (Healey Deborah. 2008). In this way, the teachers of English can take full advantage of technology to teach English in the non-native speaking countries. The following are some of the important advantages of the use of multimedia technology:

Motivates Students to Learn English

The traditional teaching methods are unpopular and less effective in the English language classrooms. Now, multimedia technology, with the help of audio, visual and animation effects, motivates the students to learn English quickly and effectively. In this connection. According to Rana (2013), "We also need to take into account

that as human beings, we're very visual beings, that what we see tends to affect our judgement more, and technology helps in bringing that visual aspect to education. Who here would prefer a lecture class over a presentation?". It makes an easy access to information regarding the culture of the target language. (15) With such features as abundant-information and crossing time and space, multimedia technology creates a real-life or native speaking country context for English language teaching, which greatly cultivates students' interest and motivation in learning the language.

Develops Students' Communicative Competence

It is hard to achieve the goal of learning English language through the traditional teaching because it hampers the students' capacity to understand the structure, meaning and function of the language. Such teaching method makes the students passive recipients of knowledge. But, now, multimedia technology has been a great help to integrate teaching and learning and provides the students greater incentives, carrying for "students' future competitiveness at the workplace" (Healey et. al. 2008). The teachers' instructions lead to the students' thought patterns and motivate the students' emotions. According to Suleyman (2008), the utilization of multimedia technology "breaks the monotony of traditional class teaching and is enjoyable and stimulating". For example, the use of PowerPoint template activates students' thinking and the capacity to comprehend the language. Its audio and visual effects help them to transform English learning into capacity cultivation. It creates a positive environment for the classroom activities such as group discussion, subject discussion and debates, which can offer more opportunities for communication among students and between teachers and students. Thus, multimedia technology encourages students' positive thinking and communication skills in learning the language.

Widens Students' Knowledge about the Culture of English

The use of multimedia technology, "connected

to the target culture" (Ren et. al. 2009), p. 235 offers the students with more information than textbooks, and helps them to be familiar with cultural backgrounds and real-life language materials, which can attract the students to learning. The learners not only improve their listening ability, but also learn the culture of the target language. Having the abundant information through the use of multimedia technology, the students can be equipped with knowledge about the culture of the target language. This brings about an information sharing opportunity among students and makes them actively participate in the class activities that help the students to learn the language more quickly and effectively.

Improves Teaching Efficiency

Using multimedia technology in the language classrooms improves teaching contents and makes the best of class time. It breaks the teacher-centered traditional teaching method and fundamentally improves the teachers' teaching efficiency and has become "central to language practice" (Motteram, 2013). For large classes, it is difficult for the students to have speaking communication, but the utilization of multi-media sound laboratory materializes the face-to-face teaching. The traditional teaching techniques only emphasize on teachers' instruction and provide limited information to the students. But multimedia technology goes beyond time and space, and creates more real-life environment for English teaching. It stimulates students' initiatives and economizes class time, providing more information to the students.

Enhances Interaction among Students and between Teachers and Students

Motteram (2013) worked on the effectiveness of technological use in the language classrooms. He says that it is still "the case that most teachers work in physical classrooms and looking at ways that these spaces can be augmented with digital technologies is a very good starting point". In fact, multimedia technology in teaching focuses on the active participation of

students, and enhances the importance of interaction among students and between teachers and students. One of the main uses of multimedia technology in the classrooms is to improve students' ability to listen and speak, and thereby develop their communicative competence. In this process, the teacher's role as a facilitator is particularly prominent. The utilization of multimedia technology can create a context for the exchange of information among students and between teachers and students, emphasizing "student engagement in authentic, meaningful interaction" (Warschauer, 2000). This opportunity improves on the traditional classroom teaching model. In doing so, the teachers in the classrooms no longer force the students to receive the information passively.

Creates a Conducive Teaching Environment in the Classrooms

The use of multimedia technology in the classrooms creates a favorable environment for language teaching. Highlighting the importance of its use, according Healey et.al. (2008), "Bad teaching will not disappear with the addition of even the most advanced technology; good teaching will benefit from appropriate use of technology to help learners achieve their goals". This technique makes the language class lively and interesting, motivating the students to participate in the classroom activities. Multimedia technology has its own features such as visibility and liveliness that produce special effects on the participants. While teaching English language through it, the sounds and pictures can be set together that enhance the active participation of both teachers and students. The teachers can show pictures and images of native speaking situations to enrich the sharing of information effectively. They also imagine different contexts while preparing for the lesson. In the similar way, using the multimedia technology, the students in the class can receive abundant information about the language clearly. Thus, using multimedia technology in English language teaching is effective in cultivating students'

interest in learning, improving the teachers' interest in teaching.

Provides Opportunities for English Teaching outside the Classrooms

Teaching English with multimedia technology is flexible that focuses on "how English language teachers, teacher educators, and administrators can and should use technology in and out of the classroom" (Healey et. al., 2008). This means that multimedia technology provides opportunities to have English teaching not only within the classroom situations, but also outside the classroom situations. It creates a multimedia language environment for teaching English. Teaching should be handled by the teachers but it should be student-centered, which is one of the principles of good language teaching. Sometimes, the students' problems are addressed in the classroom teaching, but other times they should be handled outside the classroom contexts, which is "usually carried out using asynchronous tools, such as e-mail or conferencing systems" (Warschauer, 2000). In such circumstances, the students can take the advantage of multimedia technology, contacting the teachers through internet and having their problems resolved thereby.

Arousing the students' interest: Famous scientist Albert Einstein had a famous saying: "Interest is the best teaching." So the interest has always been seen as the best helper to learn the knowledge. The traditional teaching method is that teachers talk from the beginning to the end with a chalk and a mouth. (Zhen, 2016) Such teaching is very single, which makes students lose interest, until weariness. According to Tolstoy (2008) "The successful teaching is not to force, but rather to stimulate student's desire". In other words, if student have no interest or desire on teaching subject, then, even if the teacher talk how carefully, the results are fruitlessly. Therefore, teachers should try their best to get students to become interest in one topic of knowledge point, and make the students with a strong passion and enthusiasm to participate in teaching. Multimedia is this kind

of media which can show a variety of sounds, images, animation, and other effects, firmly grasping the student's interest. It also can stimulate the students' strong desire to study English actively. Multi-media teaching cannot only greatly stimulate students' interest in learning, but also make teaching becomes vivid and lively.

Improving students' self-learning ability:

The purpose of teaching in the classroom is not only to impart knowledge to students. The most important thing is teaching students how to learn and making students change from “want me to study” to “I want to learn” in thinking, from passive learning to active learning. Therefore, students are free from the passive learning environment, take initiative at learning, and develop their own self-learning good habits gradually. It also can enable students to tap into a good way of learning English independently, keep the cultivation of motivation and interest in learning English so as to make students really love the English, really free from the passive learning environment in English learning. The use of multimedia will be conducive to transition for students from the traditional passive learning to active state for independent study. For example, teachers can select the appropriate E-work arrangements to the students from the multimedia courseware after class, so that they can complete the relevant extra-curricular work, and send message to the teacher through their own e-mails, the teacher via electronic E-mail marking responses to student. In this way, students cannot only see their learning outcomes in the shortest period of time, but also continue stimulating interest in their own learning through the multimedia network. (Zhen,2016)

Improving students' Innovative ability.

Meanwhile, multi-media teaching can also develop student's ability to innovate. Things need to innovate, Einstein said: “Imagination is more important than knowledge, and is a source of knowledge”. In teaching, the teachers should pay attention to tap the imagination of students.

To use multimedia can achieve the desired results and find unlimited resources in textbooks. (Zhen,2016)

Increasing classroom Capacity. With only a tiny mouse, teachers can avoid using of multiple exchange of tape recorders, video recorders, overhead projectors, etc., greatly increase the output of information, speed up the pace of the classroom, increase the density of the classroom, and save a lot of time which teachers spend on writing on the blackboard. Multi-media teaching rhythm is adapted to the needs of modernization to meet the student's desire for knowledge. It can expand text-related materials. The use of multimedia technologies can make students notice a clear knowledge and a new expansion of huge information capacity which shows by all kinds of media. (Zhen,2016)

Disadvantages

Multimedia breaks the original traditional model – “blackboard + chalk” model for us to create new modernized teaching methods to overcome the drawbacks of traditional teaching. It changes the dry learning content into the vivid, interesting, visual, audible, and dynamic content. However, teaching English with multimedia has many problems. (Zhen,2016)

Confusion. Some English classes are totally dependent on multi-media, ignoring the role of teachers. Some teachers enter the teaching content into the computer courseware, making the computer courseware as the role of textbooks absolutely in the classroom teaching. What is worse, some teachers have directly brought a CD-ROM courseware for their lessons, or copy other people's courseware overall. It would only demonstrate the results of other people, and just completely ignore the 'teaching-centered’ teaching thing, completely change into a multimedia-centered thinking. (Zhen,2016)

Performance on behalf of the lead. The teaching process is that teachers arouse students' enthusiasm and guide students to active

learning. Multimedia just only provides a supporting role in the process. But now the teachers use the multi-media presentation to replace the guidance of teachers completely. Some teachers show the teaching materials as many as possible in order to attract the students' interest and make the class vivid. But it was hard for some students to grasp these materials in such a short time. English teachers may bear this proverb in their minds while preparing the lesson: more haste, less speed. Students only pay attention to appreciating the picture, and do not pay attention to what they should really master in the classroom. Students receive a lot via watching in class, without impression and consolidation from the presentation by multimedia. (Zhen,2016)

Lack of special skills. There are many multimedia teachers who just have half-baked knowledge. It is a challenge for teachers to use multimedia equipments sometimes. The preparation and workload of teachers increase virtually. (Zhen,2016) And multimedia teaching requires teachers with multimedia computer operation experience. Owing to traditional educational system, many teachers are not good at computers. There are problems unexpected happening in the observation classes. Because of lack of proficient operation of multimedia, some teachers waste certain time in operating the computer, the unskilled operation on computer would affect the instruction flow, which in turn would de-motive students if it happened frequently in class.

Over-use of Multimedia. The advantage of multimedia technology, unfortunately, result in some teachers' dependence on it. In class they fail to show enthusiasm and creation. In some sense, they turn the multimedia classroom into a show stage and what they act in class is nothing but a new generation of button-pusher. Undoubtedly, the lack of creation and enthusiasm makes no sense of multimedia-based teaching. Multimedia itself is not liable for the form and development of teacher's routine work in the multimedia teaching.

Because of the teacher's lack of enthusiasm and creation and his or her dependence (Zhen,2016)on the multimedia technology, the teachers act as sole information-giver to the students. The students under such traditional teaching method are still passive and have no chance to have content thinking, critical, and creative thinking of the teachers' lecture. We should remember in a multimedia classroom environment the educational focus is on learning and instructional goals instead of the multimedia itself because the multimedia is merely tools or vehicles for instruction.

Emphasis on the Supplementary of Effective Teaching

The use of multimedia technology is a supplementary tool for English language teaching, not an end in itself as the blackboard is "supplemented by the overhead projector, another excellent medium for the teacher-dominated classroom, as well as by early computer software programs" (Warschauer, 2000). P.2 If the teachers are totally dependent on multimedia devices during their teaching, they may turn into slaves to multimedia technology and cannot play the key role as a facilitator to the students. In practice, many teachers are active in using multimedia technology, but they are not proficient enough to handle it properly. If the teachers stand by the computer all the time and students are just concentrating on the screen, the teachers cannot have the direct eye contact with the students. The development of multimedia technology in the language classrooms is considered effective and many benefits of the traditional teaching model have been forgotten. Therefore, the teachers should understand that the multimedia technology should be used as a supplementary instrument rather than a target. For example, "Electronic communication within a single class might be viewed as an artificial substitute for face-to-face communication" (Warschauer, 2000). P.4 It should be considered and used as a tool for effective teaching and learning.

Lack of Communication between Teachers and Students

It is important that there should be a lot of communicative activities in the language classrooms. The teachers should teach the students on how to pronounce certain words, to comprehend the sentences, to improve thought patterns and to express what they have learned. Though the use of multimedia technology in the language classrooms enhances the interest of the students through audio, visual and textual effects upon the students, it lacks interaction among the students and between teachers and students. For example, (Healey, 2008 p.17 claim), "teachers used pen pals before they had access to keypals, print magazines and newspapers before they had online news, and work in groups face to face before they collaborated in virtual worlds". In fact, it replaces the teachers' voice by computer sound and teachers' analysis by visual image. Thereby, the students will have a very limited time for speaking communication. The sound and image of multimedia technology affect the students' initiative to think and speak. The English language class turns into a show case and the students are considered only as viewers rather than the active participants in the classrooms.

Lack of Real-Time Teaching

Language teaching requires lots of discussion formed through questions and answers between teachers and students. The teachers ask real-time questions and guide the students to think, and to build up their capacity to give the answers. For example, "students need to be given maximum opportunity for authentic social interaction" (Warschauer, 2000). P.3 However, the teachers, with the help of multimedia technology, prepare the pre-arranged courseware for the language teaching that lacks real-time effect in the classrooms and the students become unable to give feedback to their teachers. It ignores the spontaneity in the students' mind that includes students' thinking, strengthening their learning capacity and solving problems. Thus, the cultivation of students' thinking capacity should be the major

objective in teaching and using of multimedia technology. The students should be given opportunities for thinking, analyzing and exploring their own world.

Loss of Students' Logical thinking

The use of multimedia technology in teaching makes the students understand the content easily, but their abstract thinking would be restricted and thereby their logical thinking would be faded away. In fact, the process of acquiring knowledge goes through perceptual stage and then rational stage, "developing critical thinking and autonomous learning while maximizing beneficial interactions" (Healey, 2008). P.9 So the teachers should understand that knowledge of something from perceptual recognition to rational apprehension is very important in the students' learning process.

So if the students only perceive the images and imagination shown on the screen, their abstract thinking would be restricted and logical thinking would fade away. Nowadays, the diminishing process of acquiring knowledge has been the major concern for today's students. Because textual words are replaced by sound and image, and handwriting is replaced by keyboard input. Here, again, multimedia technology should be used as an assisting tool for language teaching and should not replace the dominant role of teachers. In addition, it is not a mechanic imitation of teaching rather it integrates the visual, textual display with teachers' experience for effecting English language teaching. In this way, keeping in mind the students' process of acquiring knowledge, the teachers can improve the students' listening, speaking, reading and writing skills of the language.

Expensive Way of Conducting Language Classes

Using multimedia technology in English language teaching is an expensive way of conducting language classes, which may not be fulfilled (Panthee, 2012). p.3 Keeping this fact in mind, the administrators and policy makers should not only help language teachers realize

"the potential benefits of technology, and prompt them to learn to use technology in their teaching," but they should understand "the significant role of technology so they foster the learning process by providing the necessary structure, support, and infrastructure" (Healey et. al., 2008).p.9 Over time, it tends to result in higher expenses though it will help create more effective education. The language learning programs start with expenses that are related to implementing new technologies in education. The expenses usually entail hardware, software, staffing, and training for at least one networked computer laboratory where teachers and students can come and use it. It is often the case in poorly-funded language classes that the hardware itself comes in through a one-time grant, with little funding left over for software, staff training and maintenance.

Strategies for Using Multimedia Combining Modern Teaching Methods with Traditional Teaching Methods

There is no doubt that modern teaching methods have many advantages over traditional ones. Compared to traditional textbook or workbook, a multimedia program can provide immediate feedback on the correctness of the learner's response. Nevertheless, traditional teaching methods are still commonly used because of their own strong points. So teachers should combine their strong points with modern teaching methods, which not only raise classroom teaching quality and efficiency, but also improve teaching and learning environment between teachers and students.

Viewing Multimedia as the Assistance to Teaching

Multimedia features including sound, animation, video, and record allow computers as model skills to help students and teachers assess them. The option to provide guidance only when needed makes it possible for computers to support learning flexibly. Multimedia enables students to manipulate and create material to learn by doing. But when we use computers in the teaching, we should

understand they can assist but cannot take place of all the other teaching methods. It is wrong for the teachers to take no notice of textbooks when they are designing courseware. Now that multimedia can only help English teaching, teachers should get a clear idea of how and when to make good use of them. Application of multimedia technology aims to improve teaching, but teaching is not intended for multimedia. There is no doubt that teaching needs multimedia, but using multimedia does not mean enhancing teaching efficiency. For example, if the teaching can be completed in a few minutes in an ordinary classroom, it is certainly unnecessary to use multimedia. Because of all kinds of media in multimedia technology, sometimes students may concentrate not on teaching contents but on media. If so, students are not able to grasp teaching contents well. That means not every class need multimedia teaching. One important principle is: When simple is best, keep it simple. Therefore, multimedia can only be used as a supplement to classroom English teaching.

Building the Ideal Relationship between Teachers and Students

Application of modern teaching methods can make teaching efficient and do part of work instead of teachers. But it is wrong for some people to hold the view that machine can take place of human beings. It is more challenging role for teachers now that the expectations are more complex. In other words, in the information age, the role of teachers has evolved, moving from a traditional teaching role (being the "holder" of knowledge) to being "facilitator" (helping students learning the way each learns best) when learners take advantages of the true potential of multimedia as learning tools. At any time teachers' explanation plays an extreme part, which is a language art and cannot be substituted by any teaching methods. Although teaching methods have changed, teaching laws and characteristics of students' development in body and mind remain unchanged. Teachers should play a leading role in the teaching. In the past, students were

thought of to be passive knowledge receiver. However, the role of students with learning has changed in the information age. There is a movement towards learner-centered approached. Thus, students became learning subjects. How actively students participate in the learning situation is an important parameter for the learning environment. One part of the role of students is to actively formulate their own goals for their learning goals. For another thing, students should take a role as a teacher. Being a teacher is beneficial to improve one's own understanding.

Strengthening Teacher Training

Multimedia assisted English teaching requires teachers with multimedia computer operating experience. It is a challenge for teachers using multimedia because of heavy preparation work and increasing workload. In the light of the problems the teachers should be trained with the use of modern equipments. They should be familiar with the operation. They should be expert in one thing and good at many. They should know well about modern educational theories and techniques.

The Principles of Multimedia-Assisted Teaching

- 1). Scientific principles. Namely, courseware design cannot appear any errors; (Zhen,2016)
- 2). Subsidiary principle. We must always adhere to: Although multi-media teaching has many advantages, it is only a supplementary means, and does not substitute for the role of people; (Zhen,2016)
- 3). Interactivity principle. More interactivity between teachers and students, students and multimedia, more effective results we will have; (Zhen,2016)
- 4). Combination principle. Combine the advantages of modern teaching and the traditional teaching organically. (Zhen,2016)

Globalization and Language Teaching

Globalization has been defined by Giddens (1990) as 'the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa'. Although there seems to be a consensus that we are living in an increasingly globalized world, there is by no means agreement about related issues. Five such disagreements follow:

- 1). Some believe that globalization began in 15th century Europe, when Europeans began to map and colonize the world; others see it as a phenomenon of the latter part of the 20th century. (Block & Cameron, 2002)
- 2). Some see it as essentially a 'done deal'; others as a 'work in progress' which is unequally developed in different parts of the world. (Block & Cameron, 2002)
- 3). Some see globalization as both progress and progressive (benign and indeed 'good'); others see it as the steamroller of late modernity taking away all that is authentic and meaningful in our lives. (Block & Cameron, 2002)
- 4). Some see globalization as hegemonically western, and above all an extension of American imperialism; others see the process as more egalitarian, and reject discussion in terms of Western dominance over 'the rest'. (Block & Cameron, 2002)
- 5). Some discuss globalization in a prescriptive way, as a way of life that should be adopted; others see it as sociological descriptor of events going on around us. (Block & Cameron, 2002)

With such issues in mind, held, McGrew, Goldblatt, and Perraton (1999) argue that here are three general responses – the hyper-globalist, the sceptic, and the transformationalist – to the questions: 'What's a new?' and 'what exactly is going on?'. The hyper-

globalist response is that we are living in a new and unprecedented world, where global capitalism, governance, and culture have replaced more local institutions, such as local financial institutions and business, national governments and local cultures, and in general terms have upset old hierarchies and ways of life. The sceptic (primarily neo-Marxist) response is that we are simply living in an age of capitalism by updated and more efficient means (above all recent developments in information technology). Finally, the transformationalist response is that we are living in an age of greater upheaval and change, with unprecedented levels of interconnectedness among nation states and local economics and cultures, which are thanks in part – though not exclusively – to technological developments.

In ELT, until quite recently, a hyper-globalist position dominated discussions regarding the spread of English as a benign outcome of globalizing forces. However, from the late 1980s onwards, Robert Phillipson and others called this view into question. Their neo Marxist analysis of the spread of English was notably skeptical in nature, positing as it did an English language linguistic imperialism. From the 1990s onwards, new voices, such as Alastair Pennycook (1994) and Suresh Canagarajah (1999), have begun to see the spread of English as altogether too complicated to be considered benign or evil. These authors are part of a growing transformationalist camp who see this phenomenon from a variety of perspectives, ranging from the critical to the postmodern.

In a similar vein, as recently as 20 years ago there was seldom any suggestion in ELT circles that it might be problematic to package and transfer around the world particular approaches to language teaching (in the shape, for example, of communicative methodologies, materials, and textbooks). There seemed to be an implicit hyper-globalism which envisaged the entire world learning English via one dominant methodology, and one particular type of pedagogical material. However, it was again the world of authors such as Phillipson (1992) and Pennycook (1994) which persuaded many ELT professionals to consider the social, political,

and economic factors which come into play when methods and materials cross borders. The result has been that in recent years there is an altogether more reflective and nuanced approach to language teaching methods and their transferability around the world (e.g. Kramsch and Sullivan 1996, Ellis 1996, Duff and Uchida 1992, Canagarajah 2002) as well as to the cultural appropriacy of particular language teaching materials in different parts of the world (e.g. Gray 2002, McKay 2003).

Recommendations

Multimedia technology and language teaching have gone hand in hand for a long time and contributed as teaching tools in the language classrooms. However, multimedia technology is still a source of fears and insecurity for many teachers everywhere around the world despite the latest developments applicable to language teaching such as websites, blogs, online journals, teaching methodology and so on. In this connection, According to Healey et. al. (2008), "The pace and extent of change in technology for teaching, however, have made it difficult for many teachers, teacher educators, and administrators to know how best to employ computers, other forms of digital technology, and the global interaction enabled by the Internet in language teaching". So many countries have tried to modernize their equipments, have spent large amount in technology and have proved the positive effects of integrating technology to language teaching. Still, there are many teachers who still have no interest to teach the language with technologies. Here, Rana (2013) suggests, "There are many different aspects of technology that hamper education but there are resources that help learning, too". p.2 In order to improve the overall situations and make the language teachers aware of the function of multimedia technology in teaching, the following recommendations have been made:

Teachers Should Play the Leading Role in Teaching

The application of multimedia technology to teaching can make improvements in English language teaching and at the same time has

enabled "teachers to re-think what they are doing" (Motteram, 2013). p.7 However, the teachers should play the leading role even if they use multimedia technology. Their position should not be replaced by the computers and other devices. For example, when each lesson is introduced and spoken English is taught, the students can easily improve their listening and speaking skills which the multimedia technology cannot do. Even, the teachers' interpretation during the language teaching should not be overlooked. In principle, English should be used frequently in the language classes in order to improve the students' communicative competence. Multimedia technology in spite of its extraordinary effects in teaching should be an assisting tool for the teachers. So the teachers should determine whether to adopt multimedia technology in English language teaching or not.

Teachers Should Not Consider the Computer Screen as a Blackboard or Whiteboard

It is wrong to consider the computer screen as the blackboard or whiteboard as some teachers do. They have readymade exercises, questions, answers and teaching plans into their computers and display them in the classrooms. They do not have to write anything on the blackboard or whiteboard. The teachers are supposed to create a context for teaching and motivate the students to communicate in English. Focusing on the use of both traditional and modern ways of language teaching, According to Koksal (2004) "We should kill neither the blackboard or the mockingbird. We need blackboards or whiteboards as visual aids and the sound of the mockingbird for relaxation". p.68 It is, thus, advised to use the blackboard or whiteboard very often in order to bring the traditional and modern teaching methods together. In addition, the experienced teachers know well that a perfect teaching is in their mind. So they should use the blackboard or whiteboard to write questions raised by the students. In this way, the teachers can create a real-life context for effective teaching.

Teachers Should Encourage Students to Use Their Own Mind and Speak More

One of the features of using multimedia technology is to cause audio and visual effects

that lively display the content of textual materials. Koksal (2004) suggests that "new technologies develop and are disseminated too quickly that we cannot avoid their attraction and influence in any form".p.62 This process helps the students to understand the teachers' instruction and information. But only displaying the content of texts through the PowerPoint presentation cannot stimulate the students thinking. In the English communication situations, the teachers have to encourage the students to use their own mind and speak more. In order to use the modernized feature to English language teaching, they should not overuse the technology; rather they should actively join in the class practice.

Teachers Should Use All Possible Teaching Aids and Techniques

Some language teachers tend to depend on entirely on multimedia technology in teaching. But the reality is that multimedia technology cannot be replaced by many other teaching methods. In the similar way, it cannot also replace any other forms of teaching methods. The functions of other traditional forms of teaching instruments are equally important in English language teaching though multimedia technology has its unique advantages in teaching. For example, the tape recorder still plays an important role in playing the listening materials. Thus, the language teachers are supposed to choose from the appropriate teaching instruments according to the requirements of the teaching contexts. However, "In the absence of teachers trained to use technological tools in the classroom, EFL students will be unable to learn English as fast and effectively as they could with technology or as fast and effectively as their fellow students across the globe" (England 2007).p.399 So, in the non-native English speaking countries, the teachers should integrate multimedia technology with the traditional teaching tools as they can play an important part in the successful English language teaching.

Teachers should not Overuse Multimedia Technology

Many teachers believe that the more use of

multimedia technology may give the better performance in language teaching. They think that multimedia technology may create better class environment, may motivate the students to participate in the class, and may help students access to the language materials. According to Young and Bush (2004), "With no clear sense of effective technology use, teachers often ignore it altogether or resort to exposing students simply to whatever current software is most available, with little instructional support or curricular connection". P.7 In fact, this is wrong to believe that the utilization of multimedia technology would have a magic to English language teaching. Although the students feel some interest in learning, they in reality feel inactive all the time because they are just looking on the screen. This kind of process ignores other skills in the language learning.

Practically, if the students are interfered during the language class, they acquire less from the language materials. Though there are many advantages of using multimedia technology in teaching, it should be used as a supplementary instrument for the language teachers. It is essential to apply traditional teaching tools to effectively train the students' communicative competence in the classrooms. Young and Bush (2004) suggest that teachers should avoid "the temptation to use technologies without understanding the pedagogical implications of using them".p.8 If multimedia technology is utilized properly in teaching, without being overused, the students can be able to make full use of listening and speaking materials and develop their overall language skills. So the language teachers should introduce both traditional teaching instruments and multimedia technology to English language teaching so that the students can have the overall training on their listening, speaking, reading and writing skills.

Conclusion

The main purpose of using multimedia technology in language teaching is to promote students' motivation and learning interest in the English language. To achieve this goal, the language teachers should create a favorable

environment for English language teaching, which should be based on the availability of information and teaching materials. While using multimedia technology in teaching if students are not too dependent on their mother tongue, they should be motivated to communicate with each other in English. The process of English learning should be more student-centered and less time-consuming. The language teachers should maintain the students' communicative competence through multimedia technology.

It is urgent that education needs to be modernized in rapidly society and multimedia is an important aspect in modern education. In order to suit for this kind of need, course reformation and multimedia teaching are sped up in every country, in which it is extremely needed to turn traditional teaching into modern teaching in English teaching. In the future, multimedia technology is likely to be a necessity not only for English teaching but also for teaching for many other subjects. As a device which stimulates and at the same time partners the user's processes of thinking, reasoning, and communicating, the multimedia also has the potential to change these processes. Surely, neither should the practitioners be blindly led by the technological innovation, nor should they deny the function of multimedia in language teaching.

In conclusion, the utilization of multimedia technology can fully improve the students' thinking and practical language skills. This will ensure and fulfill an effective result of English language teaching. Despite some disadvantages of using multimedia technology in teaching, multimedia technology can be used effectively in the English language teaching classrooms. Overall, the non-native speakers of English as language teachers can teach English more efficiently if they use multimedia technology.

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Teaching in Contemporary Society: Methods and Strategies that Enhance Teaching of Critical Comprehension Skills (for Effective Participation in Global Affairs)

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Abstract

This paper utilized historical research by exploring literature in library, on the internet and other secondary sources to collect data. It listed and briefly explained some of the methods frequently employed by language teachers in Nigeria to teach reading comprehension and other subjects. The paper also stressed need to employ the more novel strategies which have predominantly been used with great learning improvement in most advanced nations of the world but which ironically are sparingly used or never employed in educationally less advanced countries like Nigeria for no germane reasons. It was suggested that developing nations and their educational administrators should not only incorporate these strategies but also organize workshops, conferences and seminars to train teachers on the use of these strategies which have proved to be effective in helping learners acquire critical reading skills or knowledge in other climes. Publishers of educational books should also be encouraged to integrate these result oriented strategies into their textbooks.

Keywords: Strategies, Methods, Proficient Reading, Critical Comprehension, Global Affairs.

Introduction

"I am very sorry that teaching is no longer going on in this country (Nigeria); what the teachers are doing is copying notes rather than teaching the learners to do something. That is not teaching We have many great people in this country. I don't know what has been going on with education in Nigeria". Gargiulo (2017, August, 23). Some modus operandi in primary, secondary and tertiary levels: A teacher's regrets and joy at 85. *The Nation*. P.10

Concept of Teaching

The foregoing captures the regrets of an educationist who saw what teaching was and should be but regrettably it is not. In other words, teaching in contemporary times is a far cry from what it should be. To buttress the aforementioned quotes, one will be right to hold that, teaching in Nigeria has been reduced to an all-comers affairs. This implies that, a graduate from any field could just acquire a certificate in education and become a 'teacher' overnight. It is little wonder that we now have many 'cheaters' in the name of teachers who have little or no knowledge of what teaching entails. Apart from the knowledge of the subject matter, it is imperative for every good teacher to have a firm

understanding of what teaching involves because one cannot give what he/she does not have. Teaching refers to the art of imparting or passing knowledge to learners. It means helping a learner to acquire desired knowledge, skill, capacity or instruction on how to do something (Oyetunde, 2004). Teaching implies the informal or formal way of acquiring attitude, facts or ideas, concepts to help an individual become useful to himself/herself and the society (Oyetunde, 2004). According to Oriahi (2006), teaching is the programmed development of the child in and outside a classroom setting by someone who has undergone the prerequisite training and is ascribed the full responsibility of managing the classroom in such a way as to enhance the learning process. Sequeira (2012) sees teaching as a set of events, outside the learners which are designed to support internal process of learning. Teaching is outside the learner while learning is internal to learners.

Conceptual Clarifications

For any teaching to be said to be successful, it must produce a change in behavior; enable the learner to produce or do something using the knowledge so acquired. A related concept in the field of teaching is *pedagogy*. Pedagogy is

generally considered as the science and art of teaching which deals with theory and practice of teaching. Pedagogy gives exposure to teachers on the following: knowledge (content) what to teach; Skills to be acquired, that is strategies, methods on how to teach the content (knowledge); Dispositions- attributes, commitment needed for effective teaching in the classroom (Oyetunde, 2002, p.26).

An Approach as it relates to teaching and learning is a way of looking at teaching and learning. It is an axiom or a set of correlative assumptions. It has many methods. In language, underlining any teaching approach is a theoretical view of what language is and of how it can be learnt. An approach gives rise or birth to methods.

A method in education, is the procedure, an overall plan or the way of teaching something which employs classroom strategies and techniques to enable learners acquire knowledge or to facilitate effective learning of how a particular form of learning is put across to the learners. This means that a method may employ one or more different strategies to achieve the objectives of a lesson. In other words, a method encompasses more activities and strategies than a strategy (Oyetunde, 2002, p.13).

Teaching strategies refer to the structures, systems, procedures and processes that a teacher uses during instruction to enhance students' learning and to bring about qualitative knowledge for nation building (Ebibi, 2018).

A Technique in teaching, is the modus operandi, skill required or procedure employed by the teacher to accomplish a particular task in a learning situation. All these concepts lend themselves to teaching when appropriately employed by teachers. A judicious use of the aforementioned ensures teaching success and by extension learners and a nation's advancement (Ebibi, 2018).

The teacher, Educational Objectives and Curriculum Implementation

The progress of any nation depends on its standard of education while the standard of education is hinged on the teaching learning process. Similarly, the success of any teaching depends to a large extent on the approaches, methods and strategies adopted by the teachers. By implication, the methods, strategies or techniques employed by teachers determine the quality of literacy and learning that take place at all levels of education and this in turn informs the extent of progress a country makes. To underscore the importance of literacy to any society and educational goals, a brief look at the goals/objectives of the primary education, the basic foundation of education in Nigeria will suffice.

Primary education is the basic level of education which prepares pupils for secondary education; secondary level in turn prepares students for tertiary level while tertiary education prepares its products to be successful, self-reliant and live purposeful lives in the society. Primary education as the foundation is very crucial in attaining the development goals of any country. In realization of this fact, the Federal Government of Nigeria through its National Policy of Education, (NPE) (2004) outlines the goals of primary school education to include among others:

- (a) permanent literacy and numeracy and ability to communicate effectively.
- (b) lay a solid basis for scientific and reflective thinking.
- (c) give citizenship education as a basis for effective participation in and contribution to the life of the society.
- (d) mould the character and develop sound attitude and morals in the child and so on.

For these objectives and others to be translated to reality in the lives of the learners, the teacher comes in handy. In other words, that, the teacher's role in achieving the aforementioned goals/objectives is indispensable because it is he/she who selects materials and methods

which ensure that curricular are transformed into actions. For this reason, the teacher must not only be creative and innovative but must also be strategic in his thinking and teaching. This is because according to Oyetunde (2004) “no education can rise above the quality of its teachers”. Furthermore, curriculum implementation at the classroom level is basically the responsibility of the teacher. It is the teacher who translates the objectives, concepts and contents of the curriculum into activities that are meaningful to the learner (Oyetunde, 2004). If learners at all levels of education must gain mastery of the diverse forms of knowledge or skills, they must be taught well. If they must be taught well, teachers, in addition to the knowledge of the subject matter, must know and employ a variety of good methods, strategies and techniques to enhance their teaching the consequence of which is effective learning.

The methods or strategies employed by a teacher to generate or illuminate a task in the classroom situation can either make or mar the learners' academic achievement. Ukeje, Igwue and Wenghinsky (cited in Ntekim, 2009) declared that teachers' classroom practice and instructional strategies greatly influence students' performance and that more attention should be paid to improving classroom practices. Ntekim (2009) further stressed that the difference in performance of students is attributed to teacher's method of lesson presentation and that whenever an individual is determined to succeed and is properly guided using effective strategy, the students more often than not perform excellently.

The teacher therefore, remains a crucial element in education delivery. Ogunkunle and Mbaleke (2008) noted that no matter how well the curriculum is planned, it is useless if it is not implemented properly because the teacher is at the center of curriculum implementation. As the implementer of curriculum, the teacher should ensure he or she uses various methods and strategies to implement and deliver his teaching for students to benefit maximally.

The Teacher and the Methods

Teachers should have a rich knowledge of these methods, to enable them to vary their methods of teaching. This will make teaching and learning interesting for both students and teachers. Some methods often employed by teachers according to Adelabu and Nder (2013) include the following:

1. *Lecture Method*
2. *Text-book Method*
3. *Discussion Method*
4. *Drama/Play method*
5. *Demonstration method*
6. *Co-operative method*
7. *Project Method*
8. *Discovery Learning Method*
9. *Individualized instruction*
10. *Team Teaching*
11. *Problem Solving*
12. *Integrative Approach*
13. *Computer Aided*
14. *Field Trip*
15. *Laboratory Method*
16. *Use of Analogy*
17. *Conceptual Change*
18. *Vee-Mapping*
19. *Laboratory Method*
20. *Constructivist (Adelabu & Nder, (2013).*

In Nigeria, most teachers including teachers of English use is what Nnadozie and Nwogbo (2004 p. 94) tag the “traditional method of instruction”. In this type of method, the teacher does all the talking and almost everything while the learners remain passive listening to him. Lecture Method can best be described as a teacher-dominated interaction that employs largely oral delivery. In traditional method, learning is very much seen as under the control of the teacher and is deeply teacher-centred (Richards, 2008). The reason for this approach is that, it is based on the traditional view of education, where teachers serve as the source of knowledge while learners serve as passive receivers (Kuzu, 2008).

To sum up, the lecture method puts the

responsibility of teaching and learning mainly on the teacher and so it should be avoided as much as possible especially at the primary and secondary levels. The lecture method should be completely avoided at the primary school level; it may be sparingly used at the higher secondary level. The other more innovative methods and strategies which are hitherto neglected by teachers perhaps because of their demands should be used more frequently because the consequence of neglecting them is students' perennial failure in their examinations and other endeavours (Ebibi, 2018).

The Teacher, Metacognitive Strategies and Techniques

It must be noted that as cognitive science has provided new insights into the nature of learning and societal expectations for education have changed from rote learning to the knowledge that can be used to solve societal problems (Alberta Education, 2009), emphasis is gradually being shifted from some of the earlier listed methods to more pragmatic strategies and techniques that make learners to not only acquire functional education but also one that they can readily apply within and outside the classroom. This does not imply that the methods will be entirely discarded rather these strategies and techniques should be built into appropriate methods and make them to respond to these changes and societal expectations. In view of the foregoing, the strategies educationists (Western and Northern Canadian Protocol for Collaboration in Education (WNCP), 2006; Cubukcu, 2008 & Alberta Education, 2009) have encouraged in recent times are metacognitive strategies.

Derived from the word metacognition which is a person's knowledge concerning his own cognitive processes and product or anything related to them (Flavel, 2004) or the knowledge, awareness and control of one's own learning, *metacognitive strategies* indicate one's thinking and can facilitate more learning and developed performance, especially among students who try extremely hard to understand the written

context. It must be noted that metacognitive strategies differ from cognitive ones in that the former span multiple subject areas while cognitive strategies are likely to be encapsulated within a subject area. Therefore, readers who are meta-cognitively aware know what to do when they face difficulties in learning and they would utilize strategies for recognizing what they should do. There are a number of metacognitive strategies and techniques teachers can employ in the contemporary classroom to make learning more effective and usable in the society. Some of these strategies (few of which have been briefly explained for want of time) include but not limited to the following:

1. *Think pair share*
2. *Brain storming in writing*
3. *Buzz session*
4. *Visualization*
5. *Cooperative learning*
6. *Inquiry based instruction*
7. *Explicit teacher modelling*
8. *Self-correcting*
9. *Self-assessment*
10. *Prediction*
11. *Mind mapping*
12. *Graphic organizers*
13. *Instruction in clustering*
14. *Questioning*
15. *Concept mapping: (a) Spider map (b) Fishbone map (c) Flow charts (d) vee mapping*
16. *Think aloud, checklist rubrics for solving word problem*
17. *Organizational tools such as, checklist, rubrics for solving word problem*

Think, Pair and Share

The teacher could set a problem or a question around a certain topic and pair up the students. Give each pair of students enough time so they can reach a proper conclusion and permit them to share their conclusion in their voice. This way they will be engaged in communicating and remember more of the class than ever before (Lyman, 1981).

Brainstorming

Interactive brainstorming is mostly performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to work together, and above all, learn from each other. They will surprise the teacher by the great ideas they may come up with (University of New South Wales (UNSW) (2016).

Buzz Session

Participants come together in session groups that focus on a single topic. Within each group, every student contributes thoughts and ideas. Encourage discussion and collaboration among the students within each group. The students learn from one another's input and experiences. The teacher could give the students some keywords/tips to inspire the conversation (Boudreau s.d).

Concept Mapping

Concept mapping is a learning strategy that is used as a visual representation of a pupil's knowledge structure on a particular topic constructed by the pupil (s) or teacher. It is a schematic device for representing sets of concept meaning embedded in a framework of propositions (Adelabu & Nder, 2013).

Vee-Mapping

Vee – mapping strategy helps students to understand how new knowledge is attained in an experimental situation. It begins by focusing attention students know before enquiry. Thereafter they generate research questions, design, conduct experiment and interpret data. Through interpretation of data, they arrive at new knowledge that must be integrated with their prior knowledge (Adelabu & Nder, 2013).

Visualization

This a situation in which learners are made to see academic concepts through their sense of sight as it is said that 'seeing is believing'. Bringing dull academic concepts to life with visual and practical learning experiences, helps the students to understand how their schooling

applies in the real-world. Examples include using the **interactive whiteboard** to display photos, audio clips and videos, and encouraging students to get out of their seats with **classroom experiments** and **local field trips** (TeacherVision, 2019).

Cooperative Learning

Encourage students of mixed abilities to work together by promoting small group or whole class activities. Through verbally expressing their ideas and responding to other students will develop their self-confidence, as well as enhance their communication and critical thinking skills which are vital throughout life. **Solving mathematical puzzles, conducting scientific experiments** and **acting out short drama sketches** are just a few examples of how cooperative learning can be incorporated into classroom lessons (Adelabu & Nder, 2013).

Inquiry-Based Instruction

The teacher poses thought-provoking questions which inspire students to think for themselves and become more independent learners. Encouraging students to ask questions and investigate their own ideas helps improve their problem-solving skills as well as gain a deeper understanding of academic concepts both of which are important life skills (Adelabu & Nder, 2013).

Metacognitive Strategies and Critical Reading Comprehension

Linguists and cognitive psychologists have taken the liberty of identifying cognitive and affective factors that affect the reading process. They emphasize the role of cognitive processes in reading complex materials and the importance of readers' word recognition skills, vocabulary, and critical thinking (Israel, 2007). One's knowledge of various cognitive strategies that can be used in reading may be maximized if readers know when and how to use them. Metacognitively skilled readers not only construct meaning but they also monitor and evaluate texts that they read. This facilitates critical comprehension. They exhibit

understanding of what they read for they are conscious of their own mental processes (Gunning, 2008; Ebibi, 2018). It is essential to increase both the quantity and quality of learners' metacognitive knowledge through systematic instruction to boost their ability to critically comprehend for their self-development and productivity.

Metacognitive knowledge consists of understanding the following: (a) strategies that can be used for different tasks, called declarative knowledge (b) the conditions under which strategies can be used, or procedural knowledge; and (c) the extent to which the strategies are effective, conditional knowledge (Israel, 2007). Those who are unable to select appropriate strategies and to monitor their reading are regarded as novice or passive comprehenders. Metacognitive reading strategies are strategies that help students to regulate or monitor cognitive strategies. They are the notions of thinking about thinking and are defined as, planned, intentional, goal directed, and future-oriented mental processing that can be used to accomplish cognitive tasks (Israel, 2007). Among other metacognitive reading strategies that enhance critical comprehension, two will be examined for want of time and space. Taraban, Kerr and Reynearson (2004), noted that readers use a number of metacognitive strategies while reading. Some of which they listed as:

- i. Text-noting strategies-highlighting, underlining, circling, copying keywords, phrases or sentences, paraphrasing in notes, outlining and diagramming
- ii. Mental - learning strategies- rote learning of specific information, mental integration, relating information to background knowledge, imaging, visualizing; self-questioning and self-testing.
- iii. Reading strategies – skimming, reading slowly and re-reading selected text.

Cubukcu (2008) on the other hand held that the essential metacognitive reading strategies which learners use while reading include;

- i. Using strengths: while reading, the reader exploits his/her personal strengths in order to better understand the text. If one is a good reader, he/she focuses on the text; if one is good at figures and diagrams, he/she will focus on that information.
- ii. Inferring meaning (through word analysis or other strategies): while one is reading, he/she tries to determine the meaning of unknown words that seem critical to the meaning of the text.
- iii. Using background information: while reading, one considers and revises his/her prior knowledge about the topic, based on text's content.
- iv. Evaluating: as one reads, he/she examines and judges the text to determine whether it contributes to his/her knowledge/understanding of the subjects.
- v. Setting goals and searching according to goals: the reader sets reading targets and searches out information relevant to the reading targets or aims.
- vi. Reading goals: The reader evaluates what he/she is reading is relevant to the reading goals.
- vii. Distinguishing: as one reads, he/she differentiates between information that already known and the new information.
- viii. Deciding on the difficulty: in this activity, the reader notes how hard or easy a text is to read.
- ix. Revising: while one is reading, he/she considers and revises prior questions about the topic, based on the text content.
- x. Guessing: this is a situation, the reader anticipates information that will be presented later in the text (p.88).

Recommendations

Teachers can make teaching and specifically reading, more proficient, interesting and rewarding for the learners by employing some of these strategies. They can do this by using

resources/materials that tap the creative abilities of the children for greater comprehension which would build in them capacities their future leadership and other roles they may require to play at the national and global levels.

Conclusion

Without prejudice to the traditional and contemporary methods of teaching language - lecture method, grammar translation method, audio-lingual method, communicative language teaching method, direct method and so on, it is has become increasingly essential to emphasize the place of metacognitive strategies if learners would catch up with the current realities in the world. As no single method is sufficient on its own, it is expected that teacher should use their professional knowledge and creative abilities in selecting and combining appropriate method(s) with strategies and techniques to boost and maximize learners' comprehension. This way, the students' performance in their academic work will be improved upon and their capacity to contribute to local, national and global affairs will be enhanced.

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A Comparative Study of the Use of Social Media (Whatsapp) and Social Network (Zoom) in the Teaching and Learning of English Language in Nigeria.

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Abstract

This study investigated the use of social media (whatsapp) and social network (zoom) in the teaching and learning of English language in Nigeria. Three hundred senior secondary school students were used for the study. The study had objectives, two research questions and corresponding hypotheses. It adopted the correlational research design. Two instruments; the "Social Media Network Questionnaire"(SMNQ) and the "English Achievement Test" (EAT) were used for data collection.. Simple and multiple regressions were used to analyze the data generated. Findings were that, WhatsApp has a significant value of 0.01 showing that there is a significant relationship of students' usage of this platform on their leaning of English language, since the proportionate value is less than the alpha level which is 0.05, therefore, the null hypothesis is rejected. On the other hand, zoom had a significant value of 0.19 which has no significant relationship since the p value is high. Furthermore, there was a significant relationship of about 3.9% when all the social media platforms are put together, it affects students 'leaning of English language. Based on these, it was recommended among others that government, parents, teachers, counsellors and school administrators should moderate students' participation on the social media platform so as to use it positively and harness its gains extensively.

Keywords: Social Media, Social Network, WhatsApp, Zoom.

Introduction

The pandemic of Covid-19 happening all around the world affects all aspects of life. It has changed the human ways of carrying out everyday activities. Most of the countries have made regulations related to the ways of reducing the spread and the transmission of the epidemic. Lockdown, for instance, is implemented in plenty of territories. Similarly, large-scale social distancing is massively adopted in many areas, particularly in Nigeria. Officially, they have consequences on how people act in carrying their daily routines. 'Work from Home', for instance, is a movement of which people do all activities without going to the office and meeting colleagues physically. It is applied in the education field as well.

As schools or colleges were recently closed and more and more people stay at home, online learning seems to be growing exponentially. It is accomplished as the solution since the learning process must go on but people must limit physical interactions. The courses are not

carried out in a classroom or face to face meeting but virtually instead. Thus, suitable online learning strategies are necessary for this current situation making use of various applications like zoom, Google classroom, YouTube, and WhatsApp group interactions.

Mostafa (2015) defined social media in the Web 2.0 context as "... the usage of Web-based tools like YouTube, Facebook, Twitter, Zoom, WhatsApp, Gmail, Yahoo mail, Instagram, Google, etc that connect people and allow them to share information, videos, pictures, and so on..." Using this definition as a starting point it can be said that the role of emerging social media may offer new opportunities to reinforce the teaching and learning experiences in Nigeria. Zepke and Leach (2010) posited that motivation and students' disposition would influence their ability to engage in interactive learning. It is not surprising that a user can actively participate in activities on social media platforms by sharing contents and opinions, debating, and creating different kinds of groups

for different needs (Alabdulkareem, 2015). There has been a steady increase in recent studies primarily focusing on the usage of social media in learning. Thus, several scholars have carried out studies on social media use reporting significant knowledge needed in the context of teaching mathematics (Sheikh, Sheikh & Soomro, 2019; Moorthy et al., 2018; Chukwuere & Bonga, 2018; Park, Song & Hong, 2018; Mahmud, Ramachandiran & Ismail, 2018; Lau, 2017; Delegge & Wangler, 2017; Chun & Lee, 2017).

Not astonishingly, considering its popularity, many recent studies have been conducted on Facebook use (Cuesta, Eklund, Rydin & Witt, 2019; Gwena, Chinyamurindi & Marange, 2018; García-Domingo, Aranda & Fuentes, 2017; Kabilan, 2016; Santos & Čuta, 2015; Madge, Meek, Wellens & Hooley, 2009) and the use of WhatsApp (García-Domingo, Fuentes & Aranda, 2018).

In spite of the evidence that much research on social media usage have been done in various fields like Psychology, medical health, medical professions, public sector and cardiovascular imaging (Ayanso & Moyers, 2015; Liyanapathirana, 2019), there is a dearth of research conducted on social media usage by students focusing on English language. It is against this background that the current study wants to bridge the gap of knowledge in the field of English language in the particular context of Nigeria. General findings from the studies previously mentioned indicated that social media were used mostly for communication, corroborative discussions, sensitizing patients and research results dissemination. Likewise, the government and other public service agencies use social media platforms as the key channel for communication and service provision.

Tess (2013) carried out a literature review of research on the role of social media in higher education classrooms. He posits that the majority of studies examining learning outcomes and student engagement in connection with social media usage in university settings report positive findings. Lim,

Agostinho, Harper, and Chicharo (2014) disclosed that 90% of the students used social media for academic purposes like answering of assignments, collaboration, sourcing and sharing of information, discussions, and sharing class schedules and activities.

Piotrowski (2015) found that over 50% of business students and business faculty members had a positive attitude for integrating social media into teaching. Dogoriti, Pange, and Anderson (2014) found that social media platforms were beneficial for teaching and learning. It was further reported that the majority of the teachers displayed positive values and attitudes towards social media use during learning. This helps them broaden their social networks within a learning atmosphere. A few viewed the social media platforms as tools that can enhance the learning process among students.

There is an increasing interest in African advanced education in the utilization of PCs, tablets, and cell phones to ease the learning process (Bass, 2007; Hennessy, Harrison, London & Wamakote, 2010). All these gadgets come with various in-built applications to enable one to engage in any online social network. Computers and their in-built social media applications are increasingly breaking the norm of teaching. Research (e.g., Ayub, Mokhtar, Lua & Tarmizi, 2010) has shown that social media use in instructions, by and large, improves the nature of teaching. Likewise, numerous African nations are urging educators to use computerized assets in their instructions and planning strategies for viable practice (Hennessy et al., 2010). The utilization of computerized gadgets, for example, PCs, telephones, and tablets in the African instruction framework are expanding with the view of improving the nature of teacher training (e.g., Hennessy et al., 2010; Ottevanger, van den Akker & de Feiter, 2007). It is on these premises that this current study is framed.

Objectives of the Study

The main aim of this research is to compare the use of social media (Whatsapp) and social network (zoom) in the teaching and learning of

English language in Epe Local Government area of Lagos State, Nigeria. Specifically, the study sought to examine:

1. Whether social media (WhatsApp) influence teaching and learning of English language among secondary school students in Epe Local Government Area.
2. Whether social network (Zoom) influence teaching and learning of English language among secondary school students in Epe Local Government Area.

Research questions

The following research questions guided the study:

1. what are the influence of social media (Whatsapp) in teaching and learning of English language among secondary school students in Epe Local Government Area?
2. what are the influence of social network (zoom) on teaching and learning of English language among secondary school students in Epe Local Government Area?

Hypotheses

The following null hypotheses have been formulated and tested at 0.05 level of significance.

1. There is no significant influence of social media (Whatsapp) on teaching and learning of English language among secondary school students in Epe Local Government Area.
2. There is no significant influence of socialnetwork (zoom) on teaching and learning of English language among secondary school students in Epe Local Government Area.

Literature Review

Online learning

Stern (2016) states that online learning is just one type of "distance learning" – the umbrella term for any learning that takes place across distance and not in a traditional classroom

which has a long history and has several types available today. They include correspondence courses (conducted through regular mail with little interaction), telecourses (delivered via radio or television broadcast), CD-ROM courses (interactions through static computer content), online learning (internet-based courses), and mobile learning (utilizing devices such as cellular phones, PDAs, and digital audio players namely iPods, MP3 players, etc.). Similarly, based on the study of Institute of Educational Sciences (2014), distance educations are courses that are credit-granting, technology-delivered, have either the instructor in a different location than the students and/or have the course content developed in, or delivered from, a different location than that of the students. Online learning also refers to instructional environments supported by the internet (Stern, 2016).

Online learning can be fully-online or blended with face-to-face interactions (Bakia, 2012; Nguyen, 2015). Fully online learning is a form of distance education in which all instruction and assessment are carried out using online, internet-based delivery (Picciano and Seaman: 2009). On the other hand, blended learning (also called hybrid learning) allows students to receive significant portions of instruction through both face-to-face and online means (Graham, Allen, and Ure, 2005; Watson et al.: 2010). Additionally, Gilbert (2015) gives a more type of online learning besides those former two which are traditional course using web-based supplements that uses online technology as a medium for presenting supplemental material for traditional classroom study.

The reason for considering using online learning is due to its benefits. In a study conducted by Dhull&Sakshi (2017) some advantages include: accessibility (students can learn from anywhere), personalised learning (determine and process the learning style, content, aim, current knowledge and individual skill), develops cognitive abilities (students of e-learning program had higher achievement levels than their counterparts), cost-effectiveness (less money is spent in travelling

and in buying books or spending money in college context), promotes research (students are excited to publish their work when they produce something of extremely high quality), basic computer skills (have an opportunity to gain technical skills in using Information Communication Technology (ICT)), equal opportunity to all (students are not treated differently), self-pacing (students are free to complete the course work according to their own will and they can take as much time as he requires without being termed as slow by the peers), and globalization (wherein students share ideas and resources, access information about current events and historical archives, interact with experts, and use online databases). Stern (2016), in the same way, promotes some advantages of online learning namely: convenience (access from any online computer; accommodates busy schedules), enhanced learning (more meaningful discussions), leveling of the playing field (students can take more time to think and reflect before communicating), interaction (a greater sense of connectedness), innovative teaching (address different learning styles), improved administration (ability to document and record online interactions), savings (accommodate more students), maximize physical resources (limited campus infrastructure), outreach (give students options).

The disadvantages of online learning, on the other hand, cover some aspects such as poor communication (the opportunity to have face to face interaction with the teacher), feeling isolated, lack of motivation (easily get distracted towards any other thing), lack of funds (connectivity costs which may later cause barriers to online learning), lack of quality (don't take their lesson preparations as seriously as they could, and this lack of commitment surely has a profound and negative effect on the quality of online learning), poor accessibility in remote areas (hardware, software, and connectivity facilities are pre-requisites that enable online teaching and learning. In the absence of any one of these, online learning cannot achieve its objective (Traxler, 2005)

WhatsApp Group Interactions (Online Learning)

It means that the course is carried out by utilizing WhatsApp instant messaging. This application is being widely used among undergraduate students to send multimedia messages like photos, videos, audios along with simple text messages (Lenhart, 2007; Ashiyan&Salehi, 2016). It is a cross-platform smartphone messenger that employs users' existing internet data plan to help them network socially in real time (WhatsApp, 2010). It was created by Brian Anton and Jan Koom, both Yahoo employees (Barhoumi, 2015). WhatsApp instant messaging handled ten billion messages per day in August 2012 (Olanof, 2012). During June 2013, WhatsApp Inc. announced that they handled 27 billion messages every 24 hours (Sushma, 2012). *Whatsapp learning*, therefore, is currently being popular to be one of online, especially, mobile learning tools during the pandemic period of Covid-19.

WhatsApp has positioned itself as a superior alternative to SMS messaging, which can be very expensive when used in foreign countries due to roaming charges; It, in contrast, relies on the active Wi-Fi network (Barhoumi, 2015). It works via phone numbers and integrates with users' address books, thus there is no need to memorize usernames or passwords (Aburezeq & Ishtaiwa, 2013). In the same point of view, Bere (2012) states that WhatsApp has the collaborative features such as multimedia, group chat, unlimited messaging, cross-platform engagements, offline messaging, no charged involved, and pins and usernames. Additionally, Hamad (2017) declares that it is the most common chatting application to use among the students, students don't need to have a computer, it is attainable, and it does not cost much. It is also claimed that Whatsapp can be a solution to the problem of teaching meaningful and contextualized interaction in teaching communicative competence. The voice message of WhatsApp is capable of supporting mobile learning because it gives instant feedback for both the teacher and the students, while its text message is an instant message

where the internet connection is good (Kola & Sunday, 2018). Amry (2014) also demonstrates the effectiveness of WhatsApp social networking in comparison with face-to-face learning in the classroom. Further, it is said that the general benefits of using WhatsApp instant messaging in the blended mobile lecture are as follows: it facilitates online collaboration and cooperation between online students connected from school or home in a blended mobile lecture; it is a free application that is easy to use; it can share learning objects easily through comments, texting and messaging. WhatsApp is also cheap to activate it is free to download and use it in any smartphone.

Zoom

Zoom is one of the most well-known application for webinar. The following is the observation of online learning process through *Zoom*. *Zoom* is very popular among the students, therefore most of participants find this application extremely useful. There is no difficulty met by the participant to start the application but then they met difficulty on finding some features once the lesson was started. Almost similar to *Skype*, *Zoom* also has voice chat, sharing display, and text chat features. Even with almost similar features, the observation shows that *Zoom* is considered to be more helpful in the teaching learning process. The disconnection issue in *Skype* never happens in *Zoom*. Besides, the audio in online video sharing in the *Zoom* can be heard clearly by all the participants. *Zoom* provides *Breakout Rooms* which is not available in *Skype*. This feature enables the instructor to divide the participants into some smaller classes. This feature is helpful in teaching speaking and presentation skill. The instructor can visit each class to check how the presentation and the conversation among the participant is going. After the time was set, the participant will automatically be led back to the “main room” once the session finished. Another feature which is also considered useful is *co-annotate and remote control*. By using *remote control* feature, the instructor able to give the mouse access to the participants. This is

beneficial when the participants were given a change to do presentation about operational steps so they can use the mouse access to click the correct answer for example. The *co-annotate* feature gives the access to every participant to use arrow, line, pen, etc. This feature, especially the arrow, is useful for participants when the instructor ask them to point out picture of specific vocabularies or the location in the maps (Zalat, Hamed, & Bolbol, 2021).

Theoretical Grounding

The study hinges on a social theory called the cultivation theory (also known as cultivation analysis or cultivation hypothesis), which was originally put forward by Gerbner (1973) to foreground the examination of the impact of social media on the writing abilities of Nigerian youths in English language, using undergraduates in Ekpoma, Nigeria as a basis of analysis and discussion. Although cultivation theory (CT) has been revised and updated severally by different communication and media scholars, its kernel still remains: a broad theory of the overall cumulative influence of the media on audiences (Gerbner, Gross, Signorielli, & Morgan, 1980; Morgan & Shanahan, 2010; Morgan, Shanahan, & Signorielli, 2012; Russell, Russell, Boland, & Grube, 2014). It is on this intellectual nub that this work is anchored.

It does appear that communicative ease facilitated by digitization and conveyed through the new media (social media) has somewhat further extended the 'freedom' of communication in different directions in contemporary world. Habitual users of the social media, as represented in this study, have created and are advancing the use of new, shortened linguistic and other forms of writing for older and more conventional writing. For example, 'U' for you, 'Ur' for your, 'C' for see, and 'D' for the, are gaining widespread usage and some extent of acceptability among younger populations, especially undergraduate students in Nigerian universities. There is thus an emergent transfer of novel and unconventional writing style to the formal context by these students as a consequence of their use of social media.

Within the broader concerns of media effects, the emphasis has always, for obvious reasons, been on mainstream print and broadcast media. Comstock, Chaffe, Katzman, McCombs and Roberts (1978); Russell, Russell, Boland, & Grube (2014) have hypothesised concerning consistent viewer exposure to violent television content with a corresponding behaviour in real life. A consistent finding is that heavy cumulative exposure to media messages shapes viewers' concept of reality, attitudes, and behaviour. In the same vein, Gerbner (1973); Signorelli and Morgan (1990); Morgan & Shanahan (2010); Morgan, Shanahan, & Signorelli (2012) have put forward the media cultivation hypothesis whose kernel is that audience exposure over time to specific media perspective or point of view (POV) has the potential of making such audience appropriate the media perspective or POV or tendency in everyday living or activities.

One of the main tenets of the CT is that television and media cultivate the status quo, they do not challenge it. Oftentimes, the viewers or users are unaware of the extent to which they absorb media message(s), many times viewing themselves as moderate viewers or users when, in fact, they are heavy viewers or users who are likely to adopt whatever they are exposed to in the media (Gerbner, Gross, Morgan, Signorelli & Jackson-Beeck, 1979; Miller, 2005; Russell, Russell, Boland, & Grube, 2014). It is in this connection that this study is anchored on the media cultivation theory, albeit with a slight departure from the position of Comstock, Chaffe, Katzman, McCombs and Roberts (1978); Russell, Russell, Boland, & Grube (2014). Even though it is recognised that deviational patterns of writing in English by some Nigerian youths on social media platforms (SMPs) could be disruptive in some way, we are essentially focused on a non-violent consequence of media exposure.

Social Media and its Impact on Contemporary Youth Populations

Globally, studies have been carried out on the impact of social media. Purcell, Buchanan, and

Friedrich (2013) report that a survey of teachers who instruct American middle and high school students finds that digital technologies are impacting student writing in myriad ways and there are significant advantages from tech-based learning. Some 78% of the 2,462 advanced placement (AP) and National Writing Project (NWP) teachers surveyed by the Pew Research Center's Internet & American Life Project say digital tools such as the internet, social media, and cell phones "encourage student creativity and personal expression." In addition, 96% agree that digital technologies "allow students to share their work with a wider and more varied audience" while 79% agree that these tools "encourage greater collaboration among students." According to the teachers, students' exposure to a broader audience for their work and more feedback from peers encourages greater student investment in what they write and in the writing process as a whole (Pew Research Center, 2015).

Robinson, Callahan, Boyle, Rivera and Cho (2017) affirm that social media as a fairly recent major technological revolution has altered the way humans communicate and share information and outlined four different social media platforms that are popular among people to include Facebook, Twitter, Blogs and client hosted forums. They further noted that just as the case in most countries, young adults form the bulk of users on social media networks. Perhaps, this explains why the pervasive use of multiple technological tools (i.e., TV sets, laptops, tablets, smartphones, etc.) to engage with media; and political content has deeply altered the way citizens around the world consume information and discuss public affair issues, even as findings reveal that young people tend to second screen more than older counterparts (Gil de Zúñiga & Liu, 2017). This position, though in a slightly different context, shows that digital tools, particularly social media, play a central role in the lives and education of young people in most contemporary societies.

Imade, Elojie and Ikenwe (2016) examined the influence of social media utilisation and addiction on self-perception of undergraduate

students at the University of Ibadan in Nigeria. The study, which adopted the survey method of ex-post-facto design, found that self-perception had a significant positive relation to social media utilisation just as social media addiction was found to relatively contribute significantly to self-perception of undergraduate students. Ehiemua insisted that social media appears to be a mixed bag, a potpourri of 'the good, the bad and the ugly' in Nigeria and elsewhere (personal communication, 2017). Apart from being the fastest means of disseminating information and peddling unfounded and fake news (fastest rumour mills); they serve as predatory sites for paedophiles, sexual perverts and the like. Curiously, the good sides are also legion. For instance, the National Agency for Food and Drug Administration (NAFDAC) recently acknowledged that the social media in Nigeria helped the organization in tracking the imported Garri – cassava flour - illegally brought into Nigeria from India without the approval of NAFDAC, one of Nigeria's food regulatory bodies (NTA Newline, Feb. 26 2017).

In spite of the above, the situation is becoming worrisome by the inventive social media stylized linguistic abbreviations; where, in its worst and very annoying forms, smileys or emoticon symbols are used in lieu of words by many persons, especially the youth. In a study carried out by Cingel and Sunder (2012), it was found that the perpetual use of mobile devices by adolescents has fuelled a culture of text messaging, with abbreviations and grammatical shortcuts, thus raising a number of questions in the minds of parents and teachers. But the chief question is: does increased use of text messaging engender greater reliance on such 'textual adaptations' to the point of altering one's sense of written English grammar?

Observably, with the popularity of English language and the increasing consciousness to learn it in non-English speaking countries all over the world, English is likely to be the language of choice for international discourse and communication. This is particularly so because college students or undergraduates are taking social media to a new level, using

websites such as Facebook to communicate with other students about their coursework, and this is usually done in the English language (Rice, 2011). Hence, whatever disruption in the writing abilities of growing children in English could spell doom because research has demonstrated how writing effectively and efficiently can improve comprehension of content in any discipline.

Methodology

The study adopted the correlational research design in the work. A correlational research design is a design that is interested in establishing the relationship between two or more variables in relation to the population. This design was considered appropriate because it provided the researchers the opportunity of sampling the opinion of a large number of the population considered significant to determine if a relationship exists between the dependent and independent variable. The researchers used this design because they sought to find the relationship that exists between students' involvement in all the social media and network platforms and their academic performance. The population for the study consists of all the senior secondary schools (SS1 and SS2) in the public schools which are 10 schools in Epe Local Government Area. The sample size of the study consists of 300 students drawn from 10 public schools in Epe Local Government Area. The sampling technique used for this research is simple random sampling method. Two instruments were used for the study. The Social Media Network Questionnaire (SMNQ) measuring the efficacy of social media (Whatsapp) and social network (Zoom) platforms by students and the English Achievement Test (EAT) was designed to collect the respondents' scores in English Language which was used to measure students' academic performance in English Language. The Social Media Questionnaire is a self-developed 30 item instrument that is patterned after the modified 4-point Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The English Achievement Test is

multiple choice test items which were scored on the basis of right or wrong. The instrument contains 40 items in all. The reliability of the two instruments was determined by using the Cronbach Alpha as well as Kuder Richardson method of reliability. Simple Linear as well as Multiple regression analysis were used to analyze the data.

Results

Hypothesis one: There is no significant influence of social media (Whatsapp) on

teaching and learning of English language among secondary school students in Epe Local Government Area.

Table 1 Simple linear regression of the influence of WhatsApp in teaching and learning of English language among secondary school students in Epe Local Government Area.

| R | r ² | adj. R ² | Std. Error | Unstandardized B | | | |
|------------|----------------|---------------------|------------|------------------|------|------|-------------------------|
| 0.150 | 0.022 | 0.019 | 3.355 | 0.086 | | | |
| ANOVA | | | | | | | |
| | Sum of sq. | Df | Mean sq. | F | ? | Sig | Remark |
| Regression | 76.525 | 1 | 76.525 | | | | |
| Residual | 3342.344 | 298 | 11.216 | 6.823 | 0.05 | 0.01 | Significant (Reject Ho) |
| Total | 3418.870 | 299 | | | | | |

From the analysis in table 1, $R = 0.150$, $R^2 = 0.022$, Adjusted $R^2 = 0.019$, standard error = 3.355 while the unstandardized $B = 0.086$. The R^2 value reveals that WhatsApp is related to about 2.2% of teaching and learning of English language students. The unstandardized B reveals that increase of a unit increases or decreases in WhatsApp values, there is a

corresponding increase or decrease of 0.086 in students' learning scores. The associated analysis of variance also reveals that sum of square for regression and result is 76.525 and 3342.344 while mean square for both values are 76.525 and 11.216 respectively F value = 6.823 while $sig = 0.01$. Hence, since sig .

| R | r ² | Adj. R ² | Std Error | Unstandardized | | | |
|--------------|----------------|---------------------|--------------|----------------|------|-------|---------------------------|
| 0.075 | 0.006 | 0.002 | 3.383 | 0.039 | | | |
| ANOVA | | | | | | | |
| | Sum of sq. | Df | Mean sq. | F | ? | Sig | Remark |
| Regression | 19.142 | 1 | 19.142 | | | | |
| Residual | 3399.727 | 298 | 11.408 | 1.678 | 0.05 | 0.197 | Insignificant [Accept Ho] |
| Total | 3418.870 | 299 | | | | | |

From the analysis in table 2 above, $R = 0.075$, $R^2 = 0.006$, Adjusted $R^2 = 0.002$, Standard error = 3.383, while Unstandardized $B = 0.039$. From the R^2 value, it is seen that zoom relates only about 0.06% to students' leaning. The Unstandardized B value also indicates that with each unit increase or decrease in values for zoom, there is a corresponding 0.039 percent students' learning in English language. The analysis of variance associated with the regression also reveals sum of squares for

regression and residual to be 19.142 and 3399.727 while mean square values are 19.142 and 11.408 respectively. F value is 1.678, while sig . value is 0.197. Based on the sig . value [$p = 0.197 > 0.05$] which is greater than the 0.05 alpha, the null hypothesis is accepted, meaning that truly, there is no significant influence of social network (zoom) on teaching and learning of English language among secondary school students in Epe Local Government Area.

Discussion

It is revealed that WhatsApp has a significant relationship with students learning in Epe L.G.A. This finding means that most students are influenced by the social platform WhatsApp is the next most popular and widely used platform because it affords people the opportunity to interact using simple related place. This result agrees with the findings of Animasahun (2015) who found out that the usage of WhatsApp ranked first among other social media networks among Nigerian youths. It further revealed that social media has negative implications on their academic performance. Many other unpublished reports especially interviews from the Theatre Arts do also recommend that most social media platform especially current ones do influence all areas of students learning since English is used in interpreting all subjects.

It is also revealed that zoom does not have any significant relationship with students teaching and learning in Epe L.G.A. This finding however means that students involvement in Zoom does not in any determine how they will perform or underperform academically. It also indicates that majority of the students have been able to manage their participation on the zoom platform with their academic activities and have also been able to keep it separate from their school life. From the findings the researcher observed that social network on its own has no negative influence on secondary school students if used for educational enhancement, however excessive use of some applications in the social network platform, can negatively affect their academic performance if unregulated. This agrees with the conclusion in Roy et al.'s (2020) study where students preferred to go back to the face-to-face instruction post the COVID 19 lockdown. Doggett (2007) reported similar findings; the majority of the students indicated that they would have been more comfortable in a traditional classroom setting.

Conclusion

Social media and social network technologies have come with several other benefits which

generally include sharing information, corroboration, exploration, and cost-saving. The study also reflect teachers' positive attitudes towards the integration of social media platforms in their English language classrooms both for learning and teaching. In particular, students are using essentially the same social media in and out of the classrooms (Youtube, WhatsApp, Zoom, LinkedIn and Facebook) so that activities based in such technological environments seem to highly motivate them.

The study finds out that the students are familiar with mobile technology especially *WhatsApp*. They figure out that the use of *WhatsApp* is beneficial and considered to be effective to support online courses through mobile devices. There are several benefits of *WhatsApp* revealed through this study. They include easy accessibility, time and place flexibility, and convenience. On the other hand, problems of internet access mostly become the barriers for the students having online courses through WhatsApp. The use of *WhatsApp and zoom* makes the students more open to the teacher. The students also can learn outside the classroom whenever and wherever they want.

Along with the advantages, there were many challenges faced by the students as well as at the same time. Since having Smartphone and internet connectivity are the pre-requisites of online courses through *WhatsApp and zoom*, it must be ensured that all students must be supported by them well. Besides, there is also a technical thing to be considered well regarding the eye constrain, students lack motivation, and boringness to join online course. Additionally, the students are easily distracted by their mobile devices' stimulating and interactive capabilities that connect them with non-course related activities. In other words, students are easily pulled away from focusing on class content. At last, mobile learning can be used to solve the traditional learning system problems. Mobile learning through *WhatsApp and zoom* is not to replace traditional classrooms but they can be used to complement the learning process in our schools.

Recommendations

Based on the findings of the study, it is recommended that;

1. Parents, classroom teachers, counsellors and other significant others should encourage the use of social media and social network subscribers who are students to make sure that they utilize the platform for disseminating only educational information to their colleagues.
2. Students should be encouraged to utilize social network in a manner that will promote their learning positively. They should be encouraged to create educational groups and see how to use that to enhance their academic growth and worth.
3. School counselors should endeavour to give orientation to students on the dangers of phone addiction because this can actually make them to derail from their academic goals.

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Professional Updates of English Language Educators in Nigeria for Globalization

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Abstract

This study was designed to examine the professional suitability of Nigerian English language educators and their preparedness for globalization. A 22-item questionnaire was generated to expose the state of English language educators in Nigeria for globalization. The research design was descriptive. The population comprised all English Language educators in all educational institutions in Ekiti State. Purposive sampling technique was utilized in selecting the samples from the local governments concerned since only three local governments are having educational tertiary institutions where English language is offered. In all, 20 English language educators were used as the sample. The validation of the instrument was ensured with a reliability coefficient of 0.79. It was revealed that English language educators in Nigeria are very well prepared for globalization. It was concluded that English language educators are the instruments to achieve effective delivery of English language teaching to make Nigerians good speakers of English language in order to meet with world standard. It was recommended that efforts must be geared towards updating Nigerian language educators towards globalization as the present situation calls for its urgency.

Keywords: Globalization, English Language Teaching, English Language Educators.

Introduction

Education is an important key of achieving a sustainable national development. For a state or society to achieve a sustainable national development, the quality of its education should be improved (Boyi, 2013). Etim (2018) observed that poor quality education has impoverished most societies in the world leading to high rate of illiterate men and women who cannot contribute meaningfully to building the society.

Language is inevitable in any human society or organisation and a veritable tool of education. Abilasha and Ilankumaran (2018) see language as a type of a patterned human behaviour, and, perhaps, the most important way, in which human beings interact in social situations. Language behaviour is externalized or manifested in some kind of bodily activity on the part of a performer presupposes the existence of at least one other human participant in the situation.

English language is one of the major languages in the world, its roles among native and non-native speakers across the globe call for its use

intelligibly and in an internationally acceptable manner (Babalola & Ajayi, 2015). English language is the language of utility in Nigeria while other local languages serve as the languages of identity (Babalola, 2010).

English, an extensively used language of today, has often been mentioned as “global language”. It is the lingua franca of the current era and the same is taught and learnt as a second language around the world. In India, English is used not only for communicative purpose but also serves as a link language for inter-state and intrastate coordination as because of its great ethnic and linguistic diversity (Abilasha and Ilankumaran, 2018). Najar (2015) observed that since the beginnings of its economic development in the 1970s and 1980s, Korea's interconnections and interactions with the rest of the world have increased rapidly, which, Baik (2004) highlighted to be the need for English language proficiency as a tool for engaging with the global community and as cited by Yim (2007), this perception has strengthened as English has become closely associated with the government's *seggyehwa* or globalisation program. Furthermore, Japan has approached

the teaching and learning of English with an attitude of English for international understanding, closely associated with its *kokusaika* (internationalisation), which sees English as vital for accessing technology, education, global markets and participating in international policy development.

In Nigeria, English language is a second language and the language of education, government, as well as the *lingua franca*.

Statement of the Problem

To participate in globalization, there must be effective delivery of English language as the official language in Nigeria, and, at the same time, a world language because of its acceptability in almost all parts of the world. Scholars have observed that in spite of the several approaches, methods, theories and techniques that have been used to impart the English language skills, the language continues to be elusive as teaching the language has become uninteresting experience both for the teacher and the taught. The global spread of English seems to jeopardize the status of other languages and the cultures associated with them. Hence, countries are working to manage the impact of English as a global language. English language educators are the appropriate tools to use in the effective teaching and learning of this language as it has become world language. But the question is; are they prepared to meet with this challenge?

Purpose of the Study

The study sought to find out whether English language educators in Nigeria are professionally up to date in effective delivery of the language and in its use in promoting Nigerian cultural identity in preparation for globalization.

Research Question

Are English language educators in Nigeria professionally up to date in effective delivery of the language and in its use in promoting Nigerian cultural identity in preparation for globalization?

Research Hypothesis

There is no significant difference in the responses of male and female English language educators

in Nigerian on their professional updates and preparedness for globalization.

Literature Review

English as a Global Language

The emergence of English as a global language has brought many changes to its perception and use. It is adopted and adapted in local contexts. Always in flux, it presents multiple faces as it can no longer be seen as the preserve of Inner Circle countries such as Britain or the United States, and local versions of English are vying with more traditional varieties in many parts of the world (Nunan, 2015, citing Nunan, 2006). In looking at who uses English today, it is clear that native speakers of English can no longer claim ownership of the language. Graddol's (2006) survey of tourists using English to communicate found that native-English speaker (NES) to native-English speaker communication in English-speaking countries constituted 4% of interactions; NES to NES in non-English speaking countries constituted 12% of interactions; non-native speakers of English to NES constituted 10% of communications. The vast majority (74%) of interactions mediated through English were NNES to NNES. If the data are reliable, three quarters of the people around the world who use English as tourists are non-English speakers communicating with other non-English speakers. That the percentage would vary much if a similar survey were conducted in other contexts such as the world of international business is doubtful. The demands on NNES to use English in their daily work is growing rapidly. In a major survey of more than 25,000 employees in multinational companies conducted in the mid-2000s, responses on the question - English is critical for my job - rose, over an eighteen-month period, from just over 50% to 80% (Nunan, 2006). That said, it needs to be noted that the NS / NNS distinction is becoming increasingly problematic.

An important goal of Korea's global programme is the building of a strong sense of Korean national identity which purpose English language education is supposed to serve, as the Korean government conceptualises English

language education as a vehicle for both the opening of Korea to the world and the maintenance of Korean cultural identity (Najar, 2015, citing Yim, 2007). Within the Chinese context, English has a place in terms of global communication, whereas Chinese is perceived as the vehicle through which culture, values, and a shared national identity are developed and maintained. Also, in Japan, The Ministry of Education has responded to globalization through various reforms and developments in English language teaching, including allocating more time in the school curriculum to English instruction; providing in-service training for teachers; increasing the number of native speakers of English and giving more consideration to communicative outcomes (Honna & Takeshita, 2004). English is seen as a tool and foreigners treated as resources to be utilised, learners are seen as a group rather than individuals, and English proficiency is presented as something to be owned like an asset that generates wealth and profit (Hashimoto, 2009).

However, governments in these countries have been quick to recognise the fact that on the one hand, English is potentially a danger to local language and culture; on the other, individuals cannot be denied opportunity to acquire English and the benefits it brings.

Hangyan (2015) noted that with the global spread of English to the point of non-native speakers far outnumbering native speakers, there has been an English as a lingua franca (ELF) movement over the past 15 years or so, which recognises the legitimacy of the communicative English varieties used by speakers with different native languages and cultures and presents their emerging linguistic features as innovating and accommodating in the new globalising situation of the 21st century (citing Dewey & Jenkins, 2010). Yet, behind the facade of legitimate varieties of English as a lingua franca, English language teachers have to confront unique moral dilemmas due to the inherent conflict between the equal legitimacy ideal and the value-laden nature of language teaching in practice.

English Language Teaching

Teaching is very complex, hence teacher education programmes need more sophisticated and strategic techniques to improve on the education sectors; teacher educational institutions are key change agents in transforming education. Teachers are the key to sustainable global development and the most influential and powerful force for quality education (Etim, 2018). Hangyan (2015) says language teaching as a profession of values, deserves due attention, especially in an era when English has become the global language and is used for communication more by non-native speakers – as a lingua franca (ELF) – than by native speakers. Wong, Dubey-Jhaveri and Wong (2015) noted that one of the greatest challenges in language teaching is the need to maximise learning outcomes while accommodating learner diversity and many scholars recommend teachers to be flexible, adapt their teaching styles to cater for learners' needs and encourage students to be flexible too in order to overcome new academic challenges so as to enhance their opportunities for learning in English language classrooms. Babalola and Onabanjo (2013) said the quality of learning and the outcome of total school experience depend on the effectiveness of teaching as packaged in the techniques and the methodology adopted by the teachers

Najar (2015) noted a strong desire among members of ethnic minorities to learn English, but they are hampered in their efforts to acquire it in an additive manner due to lack of educational resources in many minority areas and a centralised curriculum and educational policies which place limits on the expression of minority cultural identity. His two-week EFL teacher training programme revealed that what constitutes good teaching and learning is determined by not a standardised set of rules generated by external bodies such as government, professional organisations and the like, but by teachers' immediate needs. Suggested the need to engage with local participants in our attempts to develop solutions to the dilemma posed by English as a global language through an applied linguistic framework.

In many countries people have risen to the occasion to embrace the opportunities provided by the rise in technology, its mobility and the Internet (O'Neill, 2015). However, Blake (2013) cautions that it should not be assumed that using digital technologies will automatically be effective for language learning. Citing Dubreil (2006), he points out that given that the teacher knows how to take advantage of the medium, then L2 students need to become researchers on the web, interpreters of culture, and careful note takers of cross-cultural differences.

Besides teaching communicative skills, language teaching is also a value laden activity. The teaching and learning of English is constantly accompanied by the teaching and learning of ideas and ideologies and the formation of new identities. It is important to raise English teachers' awareness of the ELF reality, to equip teachers with a better understanding of where they stand because they are dealing with profound moral dynamics that go to the heart of their understandings of themselves as teachers and as human beings (Hangyan, 2015).

Another important concept is teaching styles, which refers to teachers' classroom behaviour based on their teaching beliefs, commonly associated with learning styles in language education research. Teachers' teaching styles can be influenced by different factors, such as teachers' educational and cultural backgrounds, teaching experience and learning experience, although it is generally believed that teaching styles are mainly based on teachers' teaching philosophy and beliefs. In addition, teachers' personal beliefs and teaching philosophy may change as they gain more teaching experience. Babalola & Onabanjo (2013) explained that teachers must understand the differences of learning styles among the students and consider a way of concretizing abstract concepts with the view of making learning real and meaningful to the students.

English Language Teaching in Nigeria

Sofowora (2014) highlighted that teaching and learning of English language in Nigerian schools

reveal persistent high failure rates in the Junior and Secondary School Examinations. Scholars such as Ajibade (2007), Sofowora (2011) and Rufai (2010), among others, have attributed several factors as the cause of poor performance of students in the subject such as lack of qualified teachers, heavy workload on the few available English Language teachers, dearth of relevant English textbook, attitude of students towards English Language, inability to express themselves correctly in simple English, being ignorant of the approved orthography, overcrowded classrooms, stereotyped method of teaching, poor facilities/infrastructure and lack of relevant instructional materials, lack of qualified teachers, among others.

The importance of English language cannot be overemphasized, due to its role in social, political economical, and environmental development. English language functions as a vehicle of interaction and an instrument of communication. It is however observed that teachers do not usually follow up the work of their students, to check whether they have improved or not (Muhammad, Ya'u, Aliyu, & Hassan (2018), citing Khan, (2011). Babalola and Ajayi (2015) averred that a close examination of the English as a second language curriculum over the years reveals that it seeks to balance between linguistic competence and communicative competence but it is disinteresting to note that the required level of proficiency in English language for effective intra and international communication is elusive to Nigerian learners of English.

The incessant flouting of the recommendations of the FGN on NPE by educational stakeholders through the introduction of second language to the Nigeria child too early in life seems to cause problem of defective language development among students, who are at times become confused because they are neither well-grounded in the first language nor competent in the use of the second language.

English Language Teachers and Globalization

Globalisation can be viewed as a language-based issue with particular emphasis on the global spread of English (Najar, 2015). English Language was meant to be a King's or Queen's

English, British English Received Standard English, etc. In Great Britain alone, Scottish English is spoken by the highlanders and lowlanders; Irish English is in vogue in and around Wales and Cornwall along with Cockney English. Standard English or Queen's English is used mostly at the universities in the areas around London (Abilasha & Ilakemaran, 2018). The language teacher is adjudged to be at the fulcrum of the educational success as evident in the unique dual responsibilities expected of any language teacher; first is that of the knowledge given to students for the purpose of acquiring competency and performance in language issues while the other makes the language teacher a service manpower to all other disciplines. Communication is imperative and germane for global development and survival (Akinwamide and Fasae, 2018).

Globalisation brings opportunities for collaboration that can possibly advance the field of language teaching; shifting the focus from learners' attaining native-like proficiency to the realities and language needs of all kinds of learners could help identify common challenges and innovative solutions; working across subfields among educators around the world concerned with expanding linguistic repertoires could help to find ways, not only to improve students' learning everywhere but also advance humanity's ability to communicate on a global scale (Goldenberg & Romeo, 2015). Concept of context is crucial in understanding the situation of languages in today's globalising world. Jeffrey (2015) viewed context from two perspectives: the larger global context and the specific local settings. According to Hopper (2007), these two contexts are not independent, but rather act upon each other to create specific interpretations of the dilemma raised by English as a global language. Goldenberg and Romeo (2015), citing David Graddol (2006) pointed out the following trends and likely scenarios, among others, involving teaching, learning, and using English worldwide: a large increase in the number of people learning English worldwide, likely to peak at two billion around 2020; ages and needs of English learners will change and

become more complex; bi- and multilingualism becomes the norm with the ebbing of the economic advantage of English. They note that language learning will continue to be an important part of global education, whether the target language is English or some other. However, without careful selection of materials, or the guidance of a teacher, learners might not approach resources in an effective or at least optimal way (Graddol (2006).

Heugh, French, Armitage, Taylor-Leech, Billinghamurst and Ollerhead (2019) noted that in recent years, the British Council has made significant decisions to promote the use of multilingual approaches in the teaching of English internationally. The fundamental principle is to provide an up-to-date understanding of the importance and role of: (a) the home/local language; (b) a regional or national language where this is different from the home language and (c) an international language such as English in successful education for all students who live in diverse linguistic, cultural and faith-based contexts and communities.

Furthermore, Heugh, et al (2019) summarized the findings and their implications and principles for the teaching of English and EMI in resource poor contexts of Africa and Asia to be among others that:

- The languages and knowledge resources that students bring into the classroom are the most important building blocks for successful learning and achievement at school.
- Literacy development in the home/local language in the first three to four grades of primary school establishes 'learning to read', which needs to continue through Grades 4–7 in order to help students to develop their capability in 'reading to learn'.
- Ideally, children should have exposure to early reading and pre-literacy in the home and local community, in early years or pre-primary classes.
- Literacy development in the second or third language (e.g. the regional or national language and English) needs to mirror as far as possible literacy

- development in the home/local language, but it cannot replace home or local language literacy development.
- Students need a minimum of six years (preferably eight years) of learning to read and write in the home/local language and learning through this language (i.e. mother-tongue medium), while the second and or third language (e.g. English) is being taught well as a subject, before they can be expected to learn through the second language or English.
 - Students in resource-poor contexts are likely to need at least eight years of learning English as a subject before they can learn effectively through English (EMI).
 - It is possible to use two languages in a 'dual medium' approach, in which two languages are used purposefully – with part of the lesson in one language and part in another – to achieve academic success for students earlier on, depending on the context.

Although teachers in many countries feel they are doing something wrong when they use codeswitching or translanguaging practices, when it is done systematically, it is good teaching practice. But this alternating of two or more languages needs to be in both spoken and written form so that students can develop strong reading and writing in each of these languages (Reeves et al. 2008).

Canli and Demirtas (2018) in Tarman (2010) observed that in Turkey, it became important to have qualified teachers with the emphasis on globalization and various reforms were implemented in teacher training system similar to several other countries. Teachers, who are responsible for training productive individuals for the society, are the practitioners of educational policies and influence the outcomes of educational policies. Thus, the need for improvement in teacher education is a current issue, and teachers with global qualifications should be trained to raise the quality of education that faces global challenges. Their study used the qualitative phenomenology research

method and the participants were determined with maximum variety sampling method aimed at increasing the diversity of the individuals and to determine similar and different views of these diverse individuals on the impact of globalization on teaching profession: the global teacher. The study group included 40 teachers employed in schools located at Adiyaman province central district in Turkey. A semi-structured interview form was used to collect the data in the study. Findings demonstrate that globalization altered the roles of the teachers and some of the roles were lost, while others eroded or became symbolic. The in-classroom roles of the teacher are listed as providing information, to discipline and judge, being a confidant, parenting, socialization, methodologist, leadership, giving advice, while the peripheral roles of the teacher are described as assisting the environmental development, being a social leader, an advocate of middle class morality, cultured individual, leader of new ideas, child education specialist and idealist. On the other hand, there is a transformation from a modernist teacher-centered teaching to a postmodern student-centered learning. The study further emphasized that globalization led to a decrease in the professional values and reputation of the teachers, that the teachers could become disinterested in other affairs and only concentrate on teaching and act with capitalist ideas.

Method

The research design was descriptive. The population comprised all English Language educators in four educational institutions in Ekiti State, that is, 40. Purposive sampling technique was utilized in selecting two of the institutions while one was used for reliability study. In all, 20 English language educators were used as the sample. A 22-item questionnaire was generated to expose the state of English language educators in Nigeria for globalization. The validation of the instrument was ensured with a reliability coefficient of 0.79. The research question was analysed with mean and standard deviation while the hypothesis was tested with t-test at 0.05 level of significance.

Results

Research Question: Are the English language educators in Nigeria professionally up to date in

effective delivery of the language and in its use in presenting and promoting Nigeria cultural identity in preparation for globalization?

Table 1: English language educators professional update

| S/N | Item | Mean | St.D | Decision |
|-----|---|-------------|-------------|--------------|
| 1 | English language educators are proficient enough to participate in globalization. | 3.25 | 0.44 | Agree |
| 2 | English language educators do interconnect and interact with the rest of the world. | 3.10 | 0.64 | Agree |
| 3 | English language educators do use English as a tool to present and promote Nigerian culture to the world. | 3.15 | 0.58 | Agree |
| 4 | English language educators use English language as a vehicle to maintain Nigerian cultural identity. | 2.80 | 0.83 | Agree |
| 5 | English language educators use English as a utilitarian tool to access science, technology, education, international stature, etc., without accepting its cultural force. | 3.10 | 0.71 | Agree |
| 6 | English language educators use English in building a strong sense of Nigerian national identity. | 3.10 | 0.71 | Agree |
| 7 | Language educators only use Nigerian languages for the essence of developing identity, character, morals and values. | 3.10 | 0.71 | Agree |
| 8 | English language educators design cultural content in English to counter perceived undesirable influences from Western culture. | 2.50 | 0.60 | Agree |
| 9 | English language educators use English as a tool for international competitiveness, higher education, economic mobility and prestige. | 3.40 | 0.59 | Agree |
| 10 | English language educators have moved away from teacher-centred to progressive approach to learning where students are active constructors of meaning. | 2.85 | 0.58 | Agree |
| 11 | English language educators undertake regular language professional development seminars to update them for globalization. | 3.25 | 0.55 | Agree |
| 12 | English language Educators take part in large scale teacher training programmes | 3.00 | 0.45 | Agree |
| 13 | Nigerian English language teachers are equipped with a wide range of concepts and techniques they can use and adapt for different learners, circumstances, and contexts. | 2.95 | 0.51 | Agree |
| 14 | English languages Educators cope with students' course related learning difficulties and ultimately help alleviate their frustration levels through understanding the learning style preferences of students. | 2.90 | 0.71 | Agree |
| 15 | English language Educators' teaching styles/teachers' classroom behaviour is commonly associated with learning styles in language education research | 3.20 | 0.61 | Agree |
| 16 | English language Educators are adequately equipped to initiate a number of reforms to improve Nigeria's population's proficiency in English. | 3.00 | 0.64 | Agree |
| 17 | English language Educators contribute positively to the implementation of language policy in Nigeria. | 2.90 | 0.85 | Agree |
| 18 | English language Educators most commonly use textbooks that have been deliberately designed to contain much content related to Nigerian culture, such as the family, values, etc. | 2.80 | 0.76 | Agree |
| 19 | English language educators are adaptable, highly qualified and research-active for participation in globalization. | 3.30 | 0.65 | Agree |
| 20 | English language educators consider globalization in relation to their overall approach to language teaching and their professional practice. | 3.15 | 0.48 | Agree |
| 21 | English language educators are well exposed and participate in globalization through international conference attendance. | 3.15 | 0.67 | Agree |
| 22 | English language educators are faced with problems that impact on their profession and impede globalization. | 2.95 | 0.99 | Agree |
| | Grand mean | 3.04 | 0.65 | Agree |

Mean greater than 2.50 “agreed” otherwise “disagreed”

The results in table 1 show that all the items from 1 to 22 are rated above the acceptable mean score indicating agreement with the statements. The grand mean and standard deviation of 3.04 and 0.65 indicated that there

were strong positive reactions from the academic staff on the statements.

Hypothesis: There is no significant difference in the responses of male and female English language educators on their professional update and preparedness for globalization.

Table 2: t-test for significant difference in the responses of Male and Female English language educators on their professional update and preparedness for globalization.

| Variables | N | Mean | Standard Deviation | Df | t-cal | t-tab |
|-----------|----|-------|--------------------|----|-------|-------|
| Male | 13 | 66.85 | 7.14 | 18 | 0.051 | 2.101 |
| Female | 7 | 67.00 | 4.86 | | | |

P<0.05 (Sig.)

The result of analysis in table 2 revealed that t-calculated (0.051) was less than t-table (2.101) at 0.05 level of significance. This led to the non-rejection of the null hypothesis, hence, there is no significant difference in the responses of male and female English language educators on their professional update and preparedness for globalization.

Discussion

This result indicated that majority of academic staff in English education in Nigeria are professionally up to date in effective delivery of the language and in presenting and promoting Nigeria cultural identity in preparation for globalization. All the items received positive responses, hence, English language educators in Nigeria are prepared for globalization.

This result is in line with Canli and Demirtas (2018) who observed that the need for improvement in teacher education is a current issue, and that teachers with global qualifications should be trained to raise the quality of education that faces global challenges such as being open for innovations, following, adapting and adopting changes and developments, improving herself or himself based on these developments, having technological and computational competence, among others. However, the results is contrary to their findings that globalization led to a decrease in the professional values and

reputation of the teachers and that teachers could become disinterested in other affairs and only concentrate on teaching and act with capitalist ideas.

Conclusion

The study investigated the professional updates of English language educators in Nigeria and their preparedness for globalization. English language is an important tool of education. The study concluded that English language educators are the instruments to achieve effective delivery of English language teaching to make Nigerians good speakers of English language in order to meet with world standard.

Recommendations

Based on the findings, it was recommended that:

- Training and re-training of English language educators should be enhanced.
- Professionals should be trained in English for the purpose of globalization to handle the teaching of English language effectively.
- Teachers or educators should engage in personal development to update their knowledge in global issues as they relate to language learning and use.
- Teachers should be made aware that ages and needs of English learners will change and become more complex, hence be prepared to do the needful at any time.

- Teachers must prepare for careful selection of materials and guidance to learners for them to be able to approach resources in an effective manner.

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The Influence of Online/Offline Digital Games on Language Learning Outside the Classroom: Implication for Second Language Learners

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Abstract

The study was designed to investigate the influence of computer games on the acquisition of English language vocabularies by Nigerian learners. It also explored how online/offline computer games impact on the development of spelling skills, reading and writing in English. The population of the study comprised all the young adults between the ages of 16 and 25 in Nsukka Urban of Enugu State, Nigeria. Through the use of the simple random sampling technique, a sample of sixty (60) participants was selected. The instrument for data collection was a structured questionnaire containing questions designed to collect information on the influence of computer games on learners' vocabulary development, spelling, reading and writing skills. The data collected were analyzed using descriptive statistics - the frequency count and simple percentages and represented in pie charts. The results shows that online/offline digital games positively impacted language learning to a great extent. It was therefore concluded that English as a second language learner is able to learn the target language (via online/offline computer games outside the classroom).

Keyword: Digital games, Language learning, Constructivist theory, Language skills, ICT

Introduction

The advent of new technology or what is popularly known today as Information and Communication Technology (ICT) has ushered in a new way of language learning in the 21st century. Many ICT tools abound but the one that appears to revolutionize language learning is computer games. Computer games (online or offline) are application software installed on computers, tablets and other portable devices which help to entertain, educate and inform the users. These games are partially or primarily played through the internet, other electronic devices such as the mobile phones and PDAs and game consoles. Computer games are, therefore, programmes that enable a player to interact with a virtual game environment for entertainment and fun. There are many types of computer games; some of which are card games, board games, puzzles, maze, fighting games, action games, adventure games, role playing games, sports games, and simulation games. Arintia and Fitriati (2020) add that, apart from entertainment, computer games play an important role in helping children to acquire and develop language. According to these scholars, the 21st century-children are digital natives; therefore, they are addicted to playing computer

games on their digital devices. These addictions help them to learn language skills.

Kadiri, Agbo and Ekwueme (2018) corroborate that young learners are pervasive users of android phones so, they are overexposed to those media contents; and as such, they learn the skills associated with the activities of the phones; one of which is the act of playing instructive games. Lorenset and Piazza (2019) are of the opinion that computer or digital games are helpful in developing cognitive abilities in learners. They further argue that the games play positive roles in the life and time of the users especially in relation to language learning. According to Ashraf, Motlagh & Salami (2014); Gruss (2016); Jassim & Dzakiria (2019); Arintia & Fitriati (2020)

language learning is taking a new dimension with the introduction of digital games. This approach shifts away from the traditional methods of language teaching/learning in that the learner is in full control of the learning outcome. Learning language through digital games can be likened to Piaget's constructive theory which explicates how individuals construct their understanding of their own experiences. Suhendi and Purwarno (2018) suggest that individual learning, garnered

through experience, helps build the cognitive ability of the learner. This presupposes that playing computer games by individuals, helps in building their cognitive skills and expanding their knowledge of language use since all the instructions pertaining to how the games are played are crafted using language. This paper, therefore, investigates the impact of online/offline digital games on English as second language learners.

Statement of the Problem

Research findings (Liu & Long, 2014; Ossai, Uzoegwu & Egbe, 2017; Yenle, 2018; Igwe, Kadiri & Ekwueme, 2020) have suggested that teachers' use of the traditional pedagogical language teaching strategies may have contributed in hampering learners' language proficiency because of its abstract nature. Language learning has, therefore, taken a new dimension with the advent of digital games and other ICT facilities. Language instruction has left the era where the teacher controls over 80% of the entire teaching/learning process. Digital games individualize language learning thereby making learning learner-centered. This type of approach, is therefore, worthy of investigation. Second language learning is a complex activity which requires a more flexible approach that would guarantee mastery of the language being learned. Online/offline computer games offer a flexible approach and so could be the instructional strategy that could help to improve language learning. Studies on language learning suggest that there are a good number of literatures in the area of language learning and ICT Researchers have examined the effects of ICT on language learning in the classroom. Others have investigated the impact of computer games on general language use. However, it appears that language scholars have not given adequate attention to the impact of online/offline games on language learning outside the classroom with the view to see how these games impacted the Nigerian learners. Consequently, this paper investigates the impact of online/offline digital games on language learning and how this would impact Nigerian learners.

Objectives of the Study

The general objective of the study is to investigate the impact of online/offline computer games on language learning and their implication for Nigerian learners of English as a second language. Specifically, the study is designed to:

- i. explore the influence of computer games on the acquisition of English vocabularies by Nigerian learners outside the classroom.
- ii. investigate how computer games influence the development of English language spelling skills outside the classroom.
- iii. Find out influence of computer games on reading and writing skills outside the classroom.

Scope of the study

This study is on the impact of computer games on vocabulary development, spelling, reading and writing skills. Other aspects of language use were not covered in this study. It is delimited to Nsukka Urban of Enugu State, Nigeria.

Review of Related Literature

Studies on digital games and language learning have begun to attract the attention of language scholars in recent times. Arintia and Fitriati (2020) in a study on teaching vocabulary using computer online games for young learners explained how vocabulary could be taught in class using computer games. According to them teaching vocabulary using games can be carried out in three stages: (i) pre-teaching activities (ii) whilst teaching activities and (iii) post-teaching activities. The first stage is what they referred to as the preparatory stage; at this stage, the teacher/researcher sets the games ready and prepares the students to take up the task of playing them. The second stage is the stage of the actual playing of the game by the students; while the last stage is the stage for evaluation. The study found that young learners who were taught vocabulary using digital games

performed better than those who were taught using the traditional methods. The study concluded that online games could be used as a tool in teaching vocabulary development in children.

Lorenset and Piazza (2019) investigated the connection between digital games, foreign language learning and vocabulary development. The study sought to review the available literature in the field with the aim of discussing the features of digital games and their contributions to foreign language learning and vocabulary development. They first reviewed foreign language learning studies and their impact on vocabulary development. They found that computer games were instrumental in facilitating the learning of foreign language. Secondly, they found that digital games made significant contributions to learning in general and language learning specifically. The study concluded that digital games can favor vocabulary development in foreign language learning and promote countless benefits for foreign language learning.

Jassim and Dzakaria (2019) reviewed the impact of games on learning English vocabulary in children. The paper sought to shed light on the benefits of some games in vocabulary development in children and, highlight some major challenges these games pose to language learning. The finding revealed that games are motivational tools that facilitate children's foreign language learning, especially in the area of vocabulary development. However, they found that using games to teach language poses some levels of difficulty to both instructors and learners despite the fact that games are useful tools designed to promote language learning in children.

Owston, Wideman, Lotherington, Ronda and Brown (2007), in an elaborate study, investigated the development of computer game as a literacy activity in classroom. Four (4) research questions were formulated to guide the study. The research sample consisted of eighteen (18) classes of Grade 4 students. These classes were divided into two: the experimental group and control group. Both groups were taught the same curriculum unit over a ten-week

period. The experimental group, however, were made to develop computer games related to the unit using a game development shell. The post evaluation revealed that the experimental group significantly performed better than the control group on one of the subsets: a measure of logical sentence construction. It was concluded that computer games help learners to acquire literacy skills easily.

Gruss (2016) also explored how games and plays could be used as a tool for teaching English vocabulary to young learners. Sixteen seven (67) research participants, between ages 5 and 6 in public primary schools, participated in the study. The data for the study were collected using an observation sheet, simple vocabulary test and pictures. The results showed that games constitute a crucial element of teaching English to young learners in the classroom.

The present study differs slightly from the reviewed studies in terms of scope. It covers vocabulary development, spelling, reading and writing skills while the previous studies covered only vocabulary development. Secondly, the present study examined the implication of digital games on second learners of English whereas the previous studies did not. Last but not the least, this study examined the impact of digital games outside the classroom while the reviewed studies examined the same variable in the classroom.

Theoretical Framework

The study is anchored on Constructivist Theory of Learning (CTL) developed from Piaget's cognitive development and Vygotsky's structural theory. It is a theory on pedagogy that explicates how an individual constructs his or her understanding of his or her own experiences and According Piaget, individuals construct new knowledge from their experiences through the process of accommodation and assimilation. "When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework" (Bhattacharjee, 2015). Summarily, Suhendi and Purwarno (2018) asserted that "constructivism views the formation of knowledge as an active subject that creates

cognitive structures in their interactions with the environment” (p. 89). This theory is the basis for the present study; it shed light on how second language learners learn language by constructing their own language learning experiences through computer games outside the classroom.

Methodology

The study is a descriptive survey research. The population for this study consists all the young adults between the ages of 16 and 25 in Onuiyi in Nsukka Urban of Enugu State, Nigeria. The rationale behind choice of this age range is that people within this age bracket (16-25) are perceived to be pervasive users and players of computer games. Using simple random

sampling technique, sixty (60) participants were selected as a representative sample for the study. The instrument for data collection is the structured questionnaire. This questionnaire was constructed by the researchers and validated by two experts in the Department of English and Literary Studies, University of Nigeria, Nsukka. The questionnaire is made of ten items and was administered directly to the participants. The instrument contains items that center on the influence of computer games on language learning that cut across speaking, reading, writing, spelling and vocabulary development. The data collected were analyzed quantitatively using frequency count and simple percentage method, duly represented in pie charts.

Results

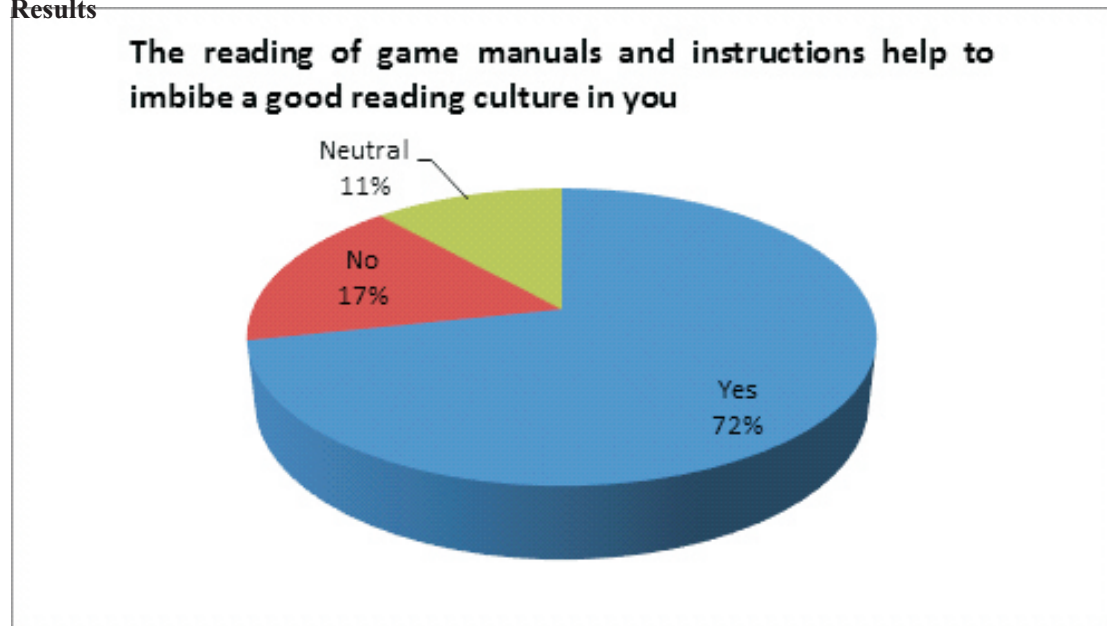


Figure 1 shows that forty-three (43) participants (72%) agreed that reading game manuals and instructions helped them to imbibe good reading

culture; ten (10) participant (17%) shared a contrary opinion and seven (7) participants (11%) were neutral.

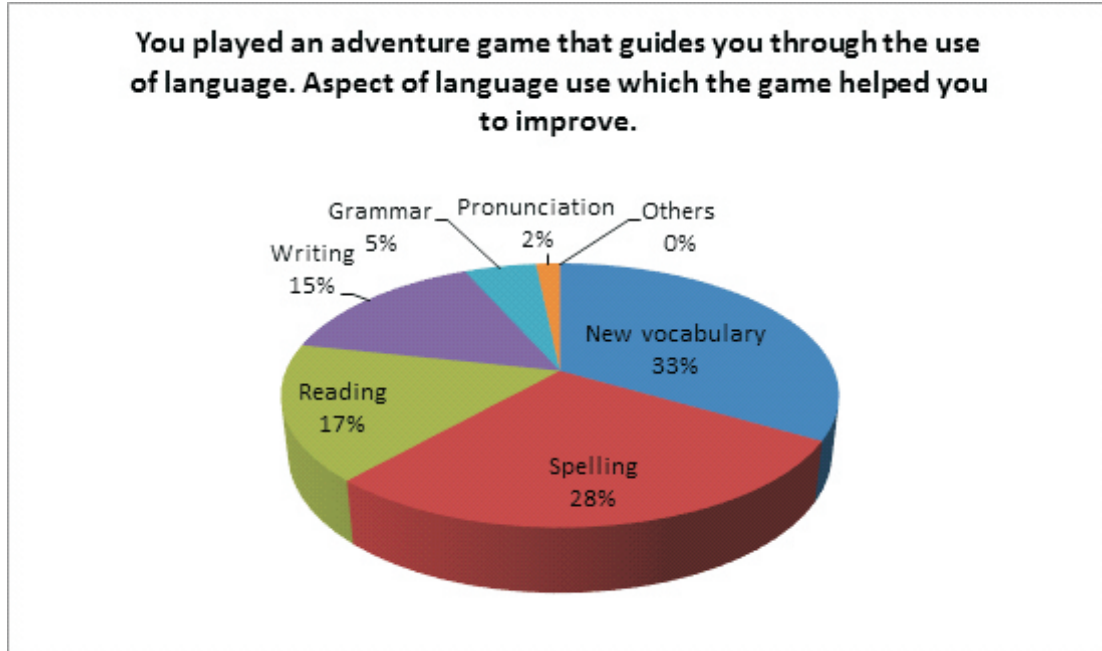


Figure 2 shows that all the participants agreed that the adventure game they played guided them through the use of language. Specifically, twenty (20) participants (33%) believed that this game had helped to develop their vocabulary skills; seventeen (17) participant (28%) said that this game had helped to improve their spelling abilities while ten (10) participants (17%) were

of the opinion that their reading skills improved as a result of playing the game; nine (9) participants (15%) agreed that their writing skills were improved. Only three participants, (5%) and another three (3) participants (2%) agreed that their pronunciation and grammar were improved respectively.

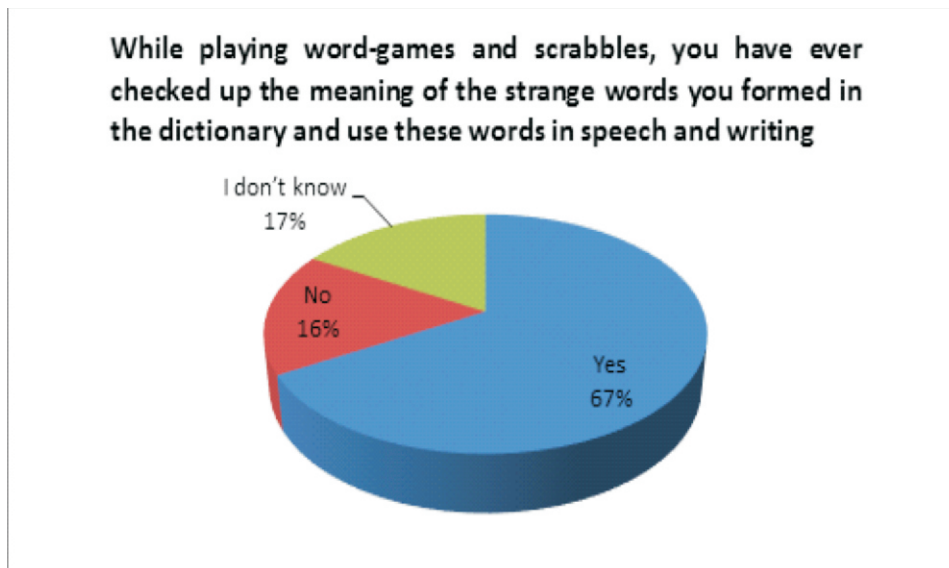
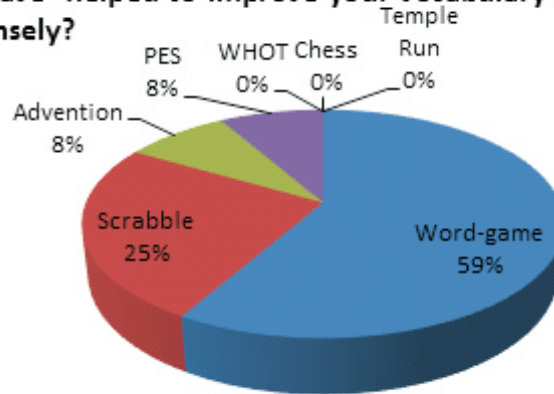


Figure 3 shows that forty (40) participants (67%) agreed that, while playing word-games and scrabbles, they had checked the meaning of the strange words they formed in the dictionary

and used them in actual speech and writing; ten (10) participants (17%) shared a contrary opinion; ten (10) participants, (17%) claimed that they didn't know if they had done that or not.

Apart from entertaining you, the kind of computer games that have helped to improve your vocabulary development immensely?



The data in Figure 4 shows that all participants used different computer games to develop their vocabulary skills. Specifically, thirty-five (35) participants (59%) agreed that word-games had immensely helped them to improve their vocabulary skills; fifteen (15) participants

(25%) the Scrabbles game helped them; Five (5) participants (8%) said it was Adventure games; five (5) participants (8%) said it was PES. No participants agreed that WHOT, Chess or Temple run contributed to their vocabulary skills.

PES commentaries helped you acquire new words associated with soccer outside the classroom?

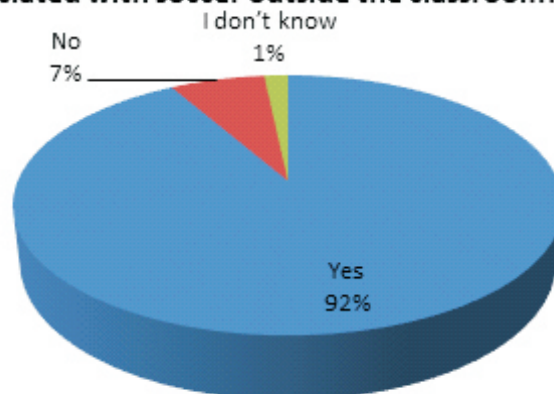


Figure 5 shows that fifty-five (55) participants (92%) agreed that PES commentaries helped them to acquire new words associated with soccer outside the classroom; whereas seven (7)

participants (7%) shared a contrary opinion. However, one participant (1%) did not know if PES commentaries helped him or not.

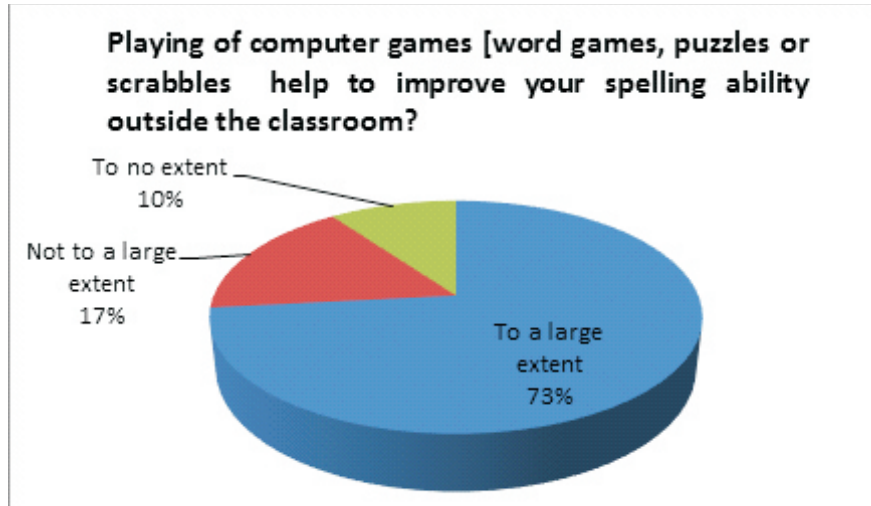


Figure 6 above shows that forty-four (44) participants, (73%) were of the opinion that playing of computer games [word games, puzzles or scrabbles] helped to improve their spelling abilities to large extent outside the

classroom; ten (10) participants, r (17%) agreed that these games helped them to improve their spelling skills but not to a great extent. However, six (6) participants (10%) said that these games had no impact at all.

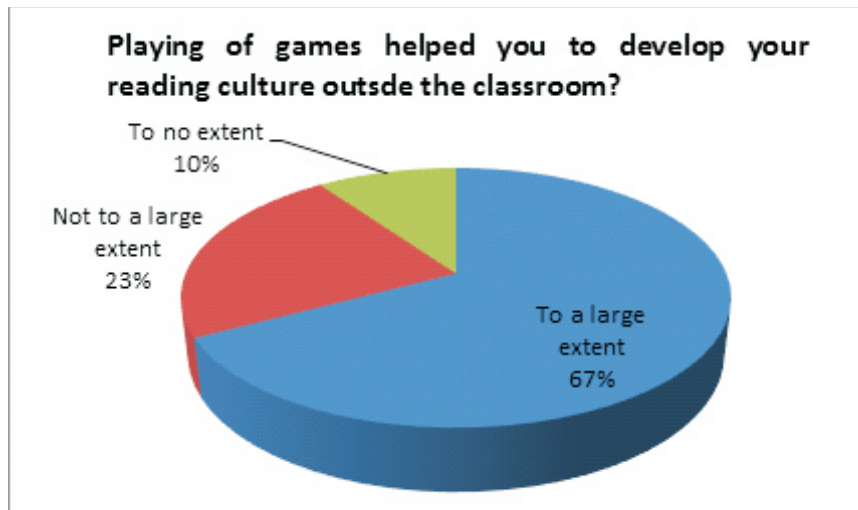


Figure 7 shows that forty-one (41) participants (67%) were of the opinion that **playing computer games helped them to develop a good reading culture outside the classroom** fourteen (14) participants (23%) agreed that

these games helped them to develop better reading culture but not a great extent and six (6) participants (10%) said that these games had no impact in their development of a positive reading culture.

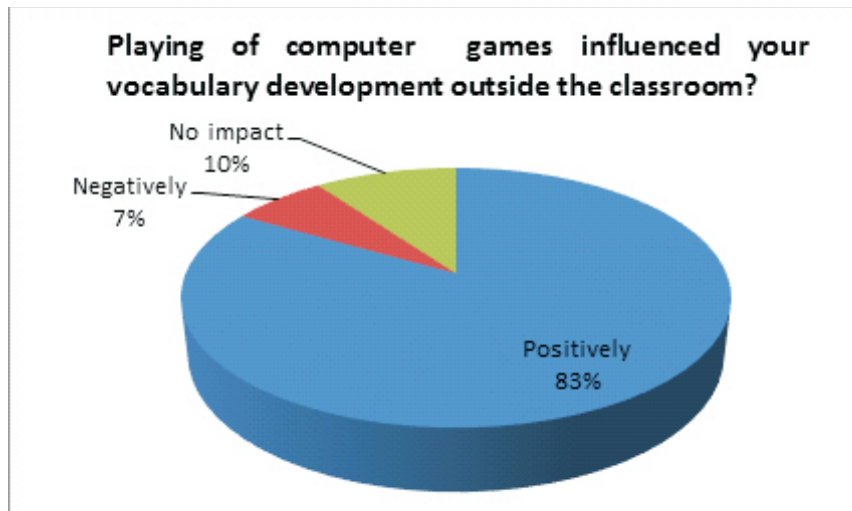


Figure 8 shows that fifty (50) participants (83%) agreed that playing of computer games positively impacted their vocabulary development outside the classroom; four (4)

participants (7%) agreed that the impact of the game on vocabulary development was negative while six (6) participants (10%) said that these games had no impact at all.

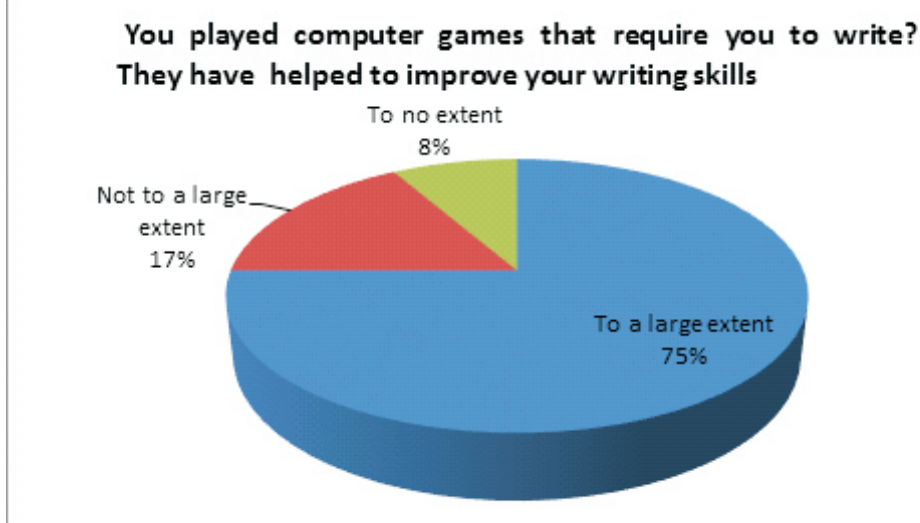


Figure 9 shows that all the participants agreed that they had played computer games that required them to write. Forty-five (45) participants (74%) said that computer games had helped to improve their writing skills to a

great extent; ten (10) participants (10%) said that the games improved their writing skills to some extent, while five (5) participants (8%) said that these games had no impact at all.

Computer games have positively influenced your learning of English language outside the classroom?

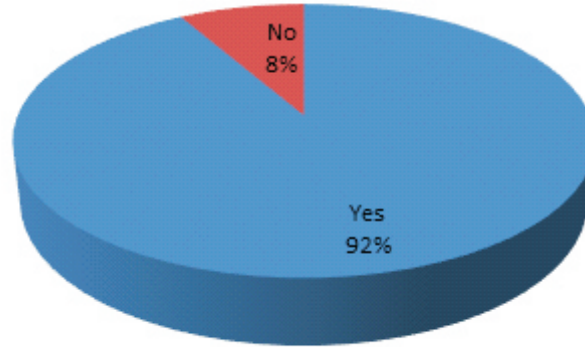


Figure 10 shows that fifty-five (55) participants (92%) agreed that playing of computer games impacted their learning of English positively while five (5) participants (8%) said that these games negatively impacted their learning of English.

Discussion of Findings

- i. The study found that the majority of the research participants contended that the reading of game manuals and instructions helped to imbibe good reading cultures in them. This finding agrees with that of Igwe, Kadiri and Ekwueme (2020) who posited that overexposure to media contents could help young learners to learn language. Secondly, it was found that the majority believed that Adventure games played an important role in their acquisition of new vocabulary, spelling, reading and writing skills outside the classroom. Item 2 clearly attained the first objective of the study which sought to explore the influence of computer games on the acquisition of English vocabularies by Nigerian learners outside the classroom. Arintia and Fitriati (2020) argued that digital games are tools that simplify language learning. The study also found that word-games and scrabbles had helped learners to learn some aspects of

language use. In other words, these language games had positively influence learners' use of language. Specifically, the games guided learners to master the act of good spelling, the formation of new words and their use in actual speech and writing outside the classroom. In line with the statement of the first and second objectives, items 3, 7 and 9 also achieve these objectives. Most of the participants particularly agreed that PES (soccer game) commentaries helped users to master words and phrases associated with football. PES commentaries, therefore, helped to improve learners' mastering of football register outside the classroom. The findings also revealed that computer games which required them to write during play, immensely improve their writing skills. This shows that the third objective of the study is achieved because the influence of computer games on writing skills is positive. The statistics in Figure 9

showed that majority of participants contended that they had played games that required them to use this motor skill outside the classroom. Last but not the least, over 90% of the participants simultaneously agreed that online or offline computer games had positively influenced the use of English because the games are programmed in English. On this note the overall objective is summarily achieved.

Implication for Nigerian Learners

It has been established in this study that online/offline digital games positively impacted language learning outside the classroom. This finding has generated the following implications for the second language learner of English:

- a. That the second learner of English could now learn the target language (English) via online/offline computer games outside the classroom.
- b. That the second language learner could develop his vocabulary, spelling, reading and writing skills in English via computer games.
- c. That English language instructors could encourage learners to learn other aspects of language use via computer games outside the classroom.

Conclusion

Online/offline digital games are language materials and methods that are gradually changing the face of language teaching and learning in the 21st century. The study had demonstrated that learners could learn language via online/offline computer games. All the items in the questionnaires pointed to the fact digital games strongly aided language learning. Specifically, online/offline digital games help second language learners to build their vocabulary, master the act of spelling and improve their reading and writing skills. Computer games are language tools that played a positive role in language learning outside the

classroom and they implicated the second language learners positively

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Making English Language Classrooms in Nigeria Inclusive: Implications and Challenges

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Abstract

The paper examined the practical implications of the policy of inclusion of the National Policy on Education in English language classrooms in Nigeria and also challenges confronting the implementation of the policy. A number of implications relating to mind set of other members of the school community towards special learners, language teachers, language classrooms, research and training, school facilities, parents, examination and assessment modes, guidance and counselling were discussed. The challenges facing the implementation of the policy ranged from inadequate infrastructure, attitude, teachers' competence, accessibility to willingness for cooperation among professionals. Based on the findings, some recommendations which include thorough training on special education for regular teachers, expedient action in implementation of the National Policy on education and regular workshops and retraining of teachers were made.

Key words: National policy on Education, special learners, inclusion, English language

Introduction

The diversity in ability, skills and talents among learners at different levels is an issue worthy of note in any educational setting. The Nigerian inclusive education policy in recognition of the peculiarity of some learners indicates that children and youth in general have every right to an education that will inculcate in them the requisite knowledge and survival skills in society irrespective of any kind of educational or physical challenges the child may have. One of the key survival skills in the present day society is an effective communicative ability; the ability to get meaning from others and effectively share information with other members of the community. In the Nigerian context, English language is the central medium of communication and a necessity for every child irrespective of his peculiarity so that no child is left behind in the quest for a balanced, normal life in the Nigerian society and the world in general.

Hitherto, learners with peculiarities were catered for within the scope of special education, special education is rooted in the realization of the importance of education to persons with disabilities. Omede (2016) states that Special education is education of children (and adult) who deviate significantly from normal patterns of living in terms of the intellectual, social, physical and emotional

attributes. The national policy on Education (2014) lists the categories of special learners as the visually impaired, hearing impaired, physically and health impaired, intellectually disabled, learners with emotional and behavioural disorder, speech and language impairment, learning disability, and multiple disability. Formal discussions on inclusion began around 1990, when the Jomtien World Conference on Education for All set the goal of Education for all learners irrespective of any peculiarity. Inclusive education seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalisation and exclusion. It was adopted at Salamanca World Conference on Special Needs Education in 1994 and was restated in Dakar. According to The Salamanca Statement and Frame work for Action on Special Needs Education (1994) Inclusive education simply means:

“Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from other remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups”. (p.17)

The present momentum for the inclusive

education movement derives from the United Nations Educational Scientific and Cultural Organization (UNESCO's) proclamation which emphasizes that "Educational policies at all levels, from the national to the local, should stipulate that a child with a disability should attend the neighborhood school that is the school that would be attended if the child did not have a disability (UNESCO, 1994). The proclamation is guided by the belief that regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.

Attempts to entrench an inclusive education policy in Nigeria dates back to 1976 when the Universal Primary Education was introduced. In 1977, the first National Policy on Education contained some provisions for special education including the idea of equalizing education for all children irrespective of their physical, mental, and emotional state. However the actual provision for funding of the education of children with special needs, as a national education policy under the UBE Act, was not put into effect until 2008 (Ajuwon, 2008). Section 7 of the revised National Policy on Education (2013) explicitly recognizes that children and youth with special needs shall be provided with inclusive education services. It states that 'persons with special needs shall be provided with inclusive education services in schools which normal persons attend, in age appropriate general education classes directly supervised by general teachers'(p. 53). The commitment is made to equalize educational opportunities for all Nigerian children, irrespective of their physical, sensory, mental, psychological or emotional disabilities. According to Loreman, Deppeler and Harvey (2005), inclusion implies a total insertion of every child, with abilities and disabilities, in every single school activity. This means that inclusion involves much more than the presence of learners with special educational needs in the classrooms and schools; it is their participation and recognition as individuals who belong to the community and who must have the

same rights and opportunities as every other person. This is how inclusion will be understood in this paper. Inclusion has to do with accepting diversity and schools providing support to peculiar learners and their families in order to help them achieve their goals. The basis of inclusion is that special needs learners have a right to the benefits of a full school experience, with needed modifications and supports, alongside their peers without disabilities who receive general education. Exclusionists contend that special classes, separate schooling, or other forms of removing children with disabilities from the regular environment should occur only when the nature or severity of the disability of the child is such that education in regular classes (with the use of supplementary services) cannot be accomplished.

Inclusive education is based on the right of all learners to a quality education that meets basic needs or learning needs and enriches life. Focusing particularly on vulnerable and marginalized groups, Inclusion goes beyond having a kid in a classroom occupying a seat; it seeks to develop the full potential of every individual. The ultimate goal of inclusive quality education is to end all forms of discrimination and foster social cohesion (UNESCO 2012). A premium is placed upon full participation by learners with disabilities and upon respect for their social, civil and educational rights. Inclusion gives learners with disabilities skills they can use in and out of the classroom. Ajuwon (2012) explains that inclusion has some real advantages which include development of a positive perception of themselves and others, serves as a basis for an inclusive society, encourages the use of a broader range of instructional materials, teaching aids and models and building strong relationships between teachers and learners.

Undoubtedly, these are lofty goals intended to improve the quality education for learners with special needs, but much more action and infrastructural adjustments appears to be needed to translate the goals into concrete action. This is because a lot of adjustments in the regular schools are required in practical terms to

successfully include learners who have been initially termed 'special' and seen as 'abnormal' to the mainstream schools, therefore, this paper seeks to determine the practical implications as well as the challenges of making Nigerian English language classrooms inclusive.

Adjustments and innovations needed to make English language classrooms in Nigeria inclusive

Based on the stipulations of the National Policy on Education and literature on inclusion, the implementation of a successful process of inclusion in the English classrooms would have a number of practical implications to become a real inclusive environment

1. Mind set: It is necessary to have a change of mind and attitudes towards learners with special educational needs. First, the entire educational community needs to start looking at inclusion as a practice required for the construction of a society in which every learners needs and abilities are recognised and taken into account. Stephanie (2012) and Agunloye, Pollingue, Davou, and Osagie (2011) agree that a big change of attitude on the part of teachers is needed in order to see the inclusion processes as an opportunity to improve their learners' learning conditions and at the same time to start promoting a new vision of the society in which everyone is recognized regardless any physical impairment or learning difference. Consequently, they may have the possibility of growing in the professional and personal fields becoming transformers of their learners' and their own reality and contributing to the construction of a better society. Also, classmates who are the ones who share their daily academic and extracurricular activities need to look at their special learners as equals. That is to say, regular learners need to start understanding and respecting differences, taking advantage of what everyone in the classroom has to offer

in order to create a fairer learning environment and at the same time a better society.

2. The language teacher: The English language teachers of the school play a vital role in the process of inclusion since they constitute the door to educational change. Moreno and Rodriguez (2012) state that "The expectations of the teachers, their sensibilities, their priorities and values contribute to the quality of the experiences in learning for all learners, and consistently, these influence into what is taught". Therefore, it is necessary on the one hand to involve them and make them aware of their importance in the process of inclusion, and on the other hand, to provide them with specialized training and appropriate resources and classroom conditions to develop their practices. In order to achieve the purposes of inclusion, teachers need to be guided in order to provide learners with different strategies which might be useful for them to learn and use the language to transform their reality. Teachers need to understand that within an inclusive language classroom learners need to be active - not passive learners. It is necessary that learners feel encouraged to make choices as often as possible, thus, a teacher with a clear idea of what inclusion implies will allow learners some time to make mistakes as the most powerful learning stems from taking risks and learning from mistakes (Ajuwon, 2012). Also, it is important to change certain teaching practices such as the ones which are teacher centred and which ignore the different needs learners have in an inclusive classroom and the need for designing and implementing updated teaching strategies.
3. The language classroom: there are important elements which are required to create a successful inclusive English classroom which facilitates the language teaching/learning process by

all learners. These elements according to Platt, Harper and Mendoza (2003) include the physical appearance of the classroom, the role of the teacher, the classroom materials, and the classroom environment in general. First, posters, pictures, diagrams, charts, etc. need to be displayed throughout the classroom space. Thus, the classroom needs to be a place with enough space to develop different didactic activities and it requires creating a pleasant environment in order to focus and motivate all learners. Also, a good English classroom needs to have visual aids to be used in the teaching practice and a set of didactic materials appropriate to the learners' ages, such as magazines, pictures, flashcards, puppets, books, and a collection of games, among others. This is in line with Logsdon (2009) who points out that in order to have an appropriate classroom environment for inclusion, it is necessary to follow three basic principles: First, it is necessary to meet each child at his own level of development, foster that stage, and enable the child to move on to the next level; it is fundamental to know every learner's situations, abilities and disabilities in order to respect her/his learning process. Second, it is important to tailor the environment to each child's strengths and weaknesses and help all children, with special needs or not, to build greater competency. Finally, it is very useful to interact with children in ways that help them to think and problem-solve at their own levels. These interactions need to be a part of trusting, intimate relationships that children have with the teacher and with each other. In an English classroom it is fundamental that learners feel free to learn at their own pace and have accommodations and alternative assessment strategies in place to meet their unique needs, if they have any, without being apart or isolated.

4. Research and training: Another important implication for inclusive English classrooms is to address the need of promoting and encouraging teachers' research. Action needs to be quickly made to back up the National Policy on Education (2014) which specifically stated that 'Special education training and retraining shall be provided for all categories of teachers in the regular schools for effective implementation of the inclusive education such training include training on Braille reading and writing, mobility training, use of computers with jaws for persons with visual impairment, daily living activities or skills for persons with intellectual disability.(p.51) Also, Finding updated information and observing other successful inclusive practices and experiences especially those of advanced countries might help them to develop their own inclusion process in a positive way. Moreno and Rodriguez (2012) state that knowing about other teachers' inclusive practices and experiences might be encouraging for teachers with wrong beliefs about inclusion, to start improving their practices and taking advantage of their knowledge, experience and creativity. Besides, it is fundamental to consider the topic of inclusion essential within the curriculum of teacher training institutions.
5. School and instructional facilities: the schools facilities need to be adapted and modified based on learners' special needs, in order to guarantee all learners access not only to all the school facilities but also to all the academic and extracurricular activities held in the institution. This implication involves the government's greater commitment, as it is the one responsible for providing infrastructures especially to the public institutions. Adjustments are necessary in the physical plans of schools especially in aspects like stairway for

learners on wheel chair, directions to be accompanied by pointers for deaf and dumb learners, as well as enough spaces within the school and classrooms for the blind learners to be able to find their way around. Provision needs to be made for instructional materials and textbooks to be put in forms which learners with different challenges can easily access and use. Textbooks, dictionaries, workbooks, CD ROM, DVD and other instructional materials for teaching English need to be put in formats accessible to all learners.

6. **Guidance and counselling:** this becomes essential to lead the program of inclusion in the institution. One reason is that it is the unit which leads most of the extracurricular activities and deals with psychological and social issues. Besides, the G and C unit knows the medical histories of every special learner and apart from that, has the professional experience dealing with special needs and so becomes an available resource for teachers. The guidance and counselling unit of the school is important to both the teachers and the peculiar learners because according to Galadima (2012), there is a degree of certainty for tension to arise in the inclusive system. In such cases of tension and disagreement or misunderstanding, the unit employs its professional knowledge to calm both the teachers and learners.
7. **Examination and Assessment:** the mode of delivery of class exercises, assignments, tests as well as internal and external examinations need to be revisited bearing in mind the needs of special learners in the school. *Gutteridge (2003) emphasizes that teachers must vary modes of assessment if they truly want tests to be valid.* Examination bodies at all levels should make arrangements and provide materials and personnel for testing learners with special needs.
8. **Parents:** parents of special learners

need to become aware of their role in their children's learning process, due to the fact that they have to support these processes at home; consequently, a successful inclusion process implies parental guidance and involvement. According to Moreno and Rodrigue (2012) parents of special learners usually have little or no expectation from their physically challenged children and only saw the school as place for the children to be safe and not necessarily a place for them to learn. The support at home is required since the responsibility of educating individuals does not rest only to teachers. In relation to this aspect, it is vital to offer parents the opportunity to get together to share their experiences and to receive some information and support to deal with their children's special needs or abilities and to help them become aware not only of the importance of providing their children with all the materials and the academic assistance they need at home, but also of the significance of helping the special learners become self-confident and independent. This means parents need to help special learners become aware of their abilities and possibilities regardless their special needs.

Challenges to Implementing the Inclusion policy in English Language classrooms in Nigeria

Inclusive education is confronted with many challenges. Some of these challenges are discussed below:

1. **Infrastructure:** the variety of instructional material, technology and media needed to assist learners with special needs is totally lacking in the schools. Even schools that have blind learners and learners who are hard of hearing had no technical aid whatsoever to assist instruction, leaving such learners to simply sit through lessons without actually participating. Teaching learners with

- disabilities in general education classrooms take specialists and additional staff to support learners' need. According to Stephanie (2012), coordinating services and offering individual support to children requires additional money that many schools do not have, particularly in a tight economy like ours. Inadequate funding can hinder on-going professional development that keeps both specialists and classroom teachers updated on the best practices of inclusion. Also, regular schools in the cities are overcrowded thereby already creating a strain on the teacher and normal instruction and reducing the chances of a special learner in such a class to receive the kind of attention he requires.
2. **Attitude:** One of the greatest challenges associated with inclusion in education is the negative attitude. As with society in general, this attitude and stereotype is often caused by a lack of knowledge and understanding. Public enlightenment work in schools must begin the process of educating the school and the general community in order to eradicate superstitions about causes of disabilities, and to modify the fears and myths about children with disabilities that create misunderstanding and inhibit normal interaction. This is in line with the findings of Ajuwon, (2008) who found that the attitude and abilities of general education teachers and para-educators in particular can be a major limitation in inclusive education. For instance, teachers are still however, sceptical of the workability of inclusive education arrangements in regular schools. If educators have negative attitude towards learners with special needs, see them as burdens or have low expectations of them, children are unlikely receive a satisfactory, inclusive education.
 3. **Teachers' competence:** Another problem is the issue of teachers' ability to handle children with special needs. The only course which exposes teachers in training to special learners is the special education course; the course is limited in scope because it has no practical aspect at all and mostly concentrates on the nature and history of special education and not actually handling special learners. For instance, according to Moreno and Rodriguez (2012), a teacher with no basic skills in special education may not see the need to specify directions or positions when describing certain things or ideas in a class with visually impaired learners. He may just say "here" or "there", "this way" or "that way" instead of "left or right", "top or bottom", "front or back".
 4. **Accessibility:** it is a fact that a special learner cannot learn in an inclusive classroom if he cannot enter the classrooms, dormitories and hostels. Most schools are still inaccessible to learners in wheelchairs and elevators, paved pathways, and properly marked directions are needed to get in and round buildings. Accessibility can go beyond passageways, stairs to recreational areas, paved pathways, and doorhandles. Also, there are no provisions for sporting activities and recreational facilities for special learners
 5. **Assessment:** the curriculum and mode of assessment must facilitate inclusive education, too. General educators must be willing to work with inclusion specialists to make modifications in classroom and homework assignments. The method of assessment and examination in school is still through normal written exercises with little practical in the vocational and technical subjects. Galadima (2012) found that in most of the regular schools, specialized form of continuous assessment are not

- available for blind, deaf or other special learners in the school
6. Cooperation: Lack of communication among administrators, teachers, specialists, staff, parents and learners inhibits the success of inclusive programme. Open communication and coordinated planning between the general education teachers and special education staff are essential for inclusion to work. Time is needed for teachers and specialists to meet and create well-constructed plans to identify and implement modification, accommodations and specific goals for individual learners. Collaboration must also exist among teacher, staff, and parents to meet a learner's needs and facilitates learning at home. According to Adetoun (2003), inclusion means more funds, additional experience to deal with new challenges, extra work, being abreast of recent information, willingness to work in collaboration with other professionals and many more.

Recommendations

For the policy on inclusion to effectively function in schools, the following recommendations need to be considered.

1. Governments should back the National Policy on Education up with action in terms of provision of technical aid to different schools as well as provision of different forms of instructional material for teaching English language and other school subjects to cater for special learners in the classrooms.
2. Government should plan schools and other public places to be accessible to special learners to facilitate ease of movement by providing paved pathways for wheel chairs, clearly written directions with pointers and so on,
3. Course designers for universities and colleges should ensure that teaching children with different special needs

4. should form an integral part of teacher training curriculum in teacher training institutions.
4. Regular workshops and platforms should be created to educate teachers, learners with special needs and even their parents on the need for acceptance and accommodation of learners with special educational needs. Also, learners with special need should be guided to develop self-confidence in order to be able to exploit their greatest potential.
5. The curriculum, schools, teachers as well as examination bodies should be flexible in how learners learn and demonstrate knowledge and understanding. Written work, for example, should be limited if learners cannot write and can accomplish the same or similar learning objective through a different method.
6. The Guidance and Counselling Unit should be introduced in schools where it is not existing and properly equipped in schools which already have it to assist teachers and learners with special needs.

Conclusion

The Nigerian inclusive education policy indicates that children and youth in general have every right to an education that will inculcate in them the requisite knowledge and survival skills in society. Despite the good intentions of the policy, it is obvious from the actual practice of inclusion in teaching English language that a number of adjustments and innovations are needed in the schools to accommodate learners with special needs. Such adjustment include a change in mind set and attitude as well as adjustment in the language classroom, mode of assessment and provision of further training and research to teachers. It is recognised that current strategies and programmes are faced with a lot of challenges which make them insufficient or inappropriate with regards to the needs of children and youth who are vulnerable to marginalization and exclusion. There is need to

revisit the inclusion policy especially with regards to teaching English language in to create specific plans and road map to implement the policy in schools.

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Effect of Advance Organizers on Students' Achievement in Reading Comprehension

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Abstract

This study was designed to examine the effect of advance organizers on students' achievement in reading comprehension in Ifako-Ijaye Local Government Area of Lagos State. The sample of this study consists of one hundred and two (102) Junior Secondary School 2 students in public secondary schools in Lagos State. To achieve the objectives of this study, two hypotheses were formulated. The study adopted a quasi-experimental research design with pre and posttests. One research instrument titled "Reading Comprehension Achievement Test (RCAT) was used to collect data. RCAT was made up of two sections A and B. Section A sought demographic information from respondents while Section B was made up of two comprehension passages with a total of fifteen (15) multiple choice questions. Using Kuder Richardson's Formular 20 (KR-20) the instrument yielded a reliability coefficient of 0.78. Data collected was analysed using both descriptive and inferential statistics. The findings revealed among others that students taught using advance organizers' performed better than those taught using the basal method. There was also no significant difference in reading comprehension of boys and girls taught using advance organizers and those taught using the basal method. It was concluded that the use of advance organizers enhanced students' reading comprehension ability. Teachers are therefore encouraged to teach reading comprehension using advance organizers which was found to be very effective.

Keywords: Reading, Comprehension, Advance, Organizers, Basal, Achievement.

Introduction

Reading is a communication process fundamental to any formal learning. It involves a deliberate attempt to understand and respond accordingly to the feelings, attitude, thought and mood of the writer. Reading therefore involves comprehension which entails the translation of encoded or written information into meaning. It is a complex and a cognitive ability requiring the capacity to integrate text information with the knowledge of the reader resulting in the elaboration of a mental representation. Reading and comprehension cannot be separated because the main purpose of reading is to comprehend what is read; comprehension is the final goal of reading, whether a person reads for pleasure, to learn or to locate information (Abu, 2010). In effect, without comprehension, reading has not taken place. And where this is the case, students are likely to fail massively in examinations that require reading and understanding of questions before appropriate answers are given.

A careful examination of students' performances in English language over the years (2016-2019) revealed unsatisfactory performance of students in Senior School

Certificate Examinations (SSCE) conducted by both West African Examination Council (WAEC) and National Examination Council (NECO). The (SSCE) English language has three papers. Paper I which comprises of essay writing, reading comprehension and summary writing, contributes 60% of the total score. Since Paper I in which reading comprehension features prominently has the highest score, failure in this aspect would definitely go a long way in affecting the total scores of students in English language. In support of this assertion, the WAEC Chief Examiners' Report (2018) noted that students' poor performance in comprehension and summary sections was as a result of their lack of skills and strategies for effective reading comprehension.

The teachers' task is to find ways that are innovative to bring about desired learning outcomes in their students. Students' poor performances could therefore be traced among other factors to the ways the teachers teach reading comprehension. If teachers employ well known strategies and methods in teaching comprehension, could these lead to the

improvement of students' performance in reading comprehension?

The most popular method used for teaching reading in Nigerian schools is the basal method (Ofuani, & Aduwa-Ogiegbaen, 2010, Ofuani, 2013 and Orogun, 2015). This is the traditional method of teaching reading which relies heavily on class texts. Students are made to read a given passage and answer questions posed at the end; a method known to stifle creativity not only on the part of the teacher who relies solely on the class text but also on the part of students who participate by answering only the questions asked by the teacher. Instead of using methods and strategies that promotes better comprehension, the teachers use the basal method which neglects these skills. There is need for teachers to adopt strategies which would motivate students, enhance understanding, promote critical thinking and creativity, enhance learning and the application of knowledge to solve life problems. The use of advance organizers in reading comprehension is the strategy of interest in this study because it is said to provide students with structures for thinking; it is also said to act as a conceptual bridge between students' prior knowledge and new information. The term advance organizer was coined by Asubel (1959) who opined that the most important determination of language is what the learner already knows or brings to the learning task. It is a cognitive instructional oral strategy.

As a cognitive instructional strategy, advance organizer is used to promote learning and retention of new information. According to Mayer (2003), an advance organizer is information that is presented prior to learning and can be used by the learner to recognize and interpret new incoming information. Advance organizers are useful in prompting the students regarding pre-existing concepts and provide a context of general concept which fosters meaningful learning. They serve as scaffolding for students.

Many researchers have asserted that the use of advance organizers help the students to perform better than those taught with the traditional

teacher centred methods (Uba, Oteiku, Onwuka & Abiodun, 2019, Rahat, 2019, Okeowo & Oshinowo, 2017, Yang, 2014 and Jafari & Hashim, 2012). These researchers also found that the advance organizers foster meaningful learning essential for higher order thinking and help learner to appreciate the relationship between old materials and the new ones to be learned.

This study is designed to determine the effect of advance organisers on students' comprehension abilities when compared to the basal method which is the traditional method. In doing this, the study also examined the influence of certain sex of the student in the outcome of the study. In effect, will the strategies affect the boys and girls differently in their achievement in reading? Some researchers (Reilly, Neumann and Andrew, 2018, Alabere, 2018, Shokeye, 2017, Scheiber, Reynolds, Hajovsky & Kaufman, 2015, Ofuani & Gbenedion, 2015, and Mitter & Halpern, 2014) are of the view that there are sex differences in reading achievement and enjoyment. They pointed out that irrespective of the methods used, female students out perform their male counterparts in reading assessment in any grade. However, researchers like Akabogwu, 2006 and Hochweber & Uieluf (2016) found that effective and innovative teaching could solve the problem of sex differences and gaps in reading achievement and did not find any significant difference in the reading achievement of boys and girls that they investigated.

Statement of the Problem

Teachers, parents and even the students themselves are worried about their poor performance in English language in external examinations. According to the report, many secondary school students cannot give correct answers to questions given to them. Their lack of understanding of the materials read was said to be one of the major causes of their poor performance. Other factors identified to be responsible for failure in reading comprehension include, among others, inadequate instruction (Arua, 2002 and Ofuani, 2010).

The question is why are students at the level of senior secondary school unable to read with comprehension? Is it that teachers are not using the appropriate methods of instruction? If teachers use strategies known to enhance comprehension skills like the advance organizers instead of the basal method which many of them favour, will students' achievement in reading comprehension be enhanced? Will the use of advance organizers help the students to do better in reading comprehension than the basal method? Will the sex of students affect their achievement in reading comprehension irrespective of method used?

Based on the questions above, two hypotheses were formulated to guide the study and tested at the 0.05 level of significance:

1. There is no significant difference in the achievement of students taught reading comprehension with advance organizers and those taught with the basal method.
2. There is no significant difference in the achievement of boys and girls taught reading comprehension using advance organizers.

Method

This study employed quasi-experimental design which made use of a 2 x 2 non-randomized pre-test, post-test control group factorial design. The independent variable of this study was the instructional method with two levels – the basal method and the use of advance organizers. The moderator variable was sex with two levels – male and female. The dependent variable was student's achievement in reading comprehension.

The population of this study was made up of all the Junior Secondary School Two (JSS2) students in eleven public JSS in Ifako-Ijaye Local Government Area of Lagos State. The total population of the students was five thousand, three hundred and ninety six (5,396). A simple random sampling technique was used to select two schools. The schools selected were labeled school I and II. Then, one intact JSSII

class was randomly selected in each of the sampled schools and were labeled A and B. Class A was the control group while class BI constituted the experimental group.

A research instrument titled "Reading Comprehension Achievement Test" (RCAT) was used to collect data. RCAT was made up of two sections A and B. Section A sought demographic information from the students while Section B was the achievement test in reading comprehension. Section B had two comprehension passages made up of fifteen (15) multiple choice question designed to test students' reading comprehension skills. To ensure validity of the instrument, a table of specification was constructed to ensure that the items in RCAT aligned with the reading comprehension skills taught.

For the reliability of the instrument, a pilot test of the research instrument was carried out with twenty students in a school not used for the study. Scores obtained from the pilot test were estimated using Kuder Richardson Formula 20 (K-R 20) and a reliability coefficient of 0.78 was obtained.

Two research assistants trained in the use of advance organizers and basal method were used for the study. After training, they were randomly assigned to the selected schools to teach. The pre-test was administered three days to the commencement of teaching and the post-test was administered on the last day of treatment. Each group was exposed to a 35 minute session per week for six weeks.

The experimental strategy: advance organizer
The steps followed in teaching with this method include:

- a) The teacher writes the topic on the board and asks students to open the specific pages
- b) The teacher asks students to draw a three column chart in their notebooks.
- c) Students fill the first column of the chart on their own.
- d) The teacher asks questions to make students fill the second column on their own.

- | | |
|--|---|
| <ul style="list-style-type: none"> e) Students read silently and identify new/difficult words. f) The teacher goes round to see what the students have written in their charts g) The teacher and students discuss difficult words; students write out the concepts h) The teacher maps out the concepts with the students. i) The students fill the third column of their charts. j) The students answer questions on the passage read. | <ul style="list-style-type: none"> e) The teacher calls on some students to read aloud to assess their fluency. f) The teacher summarises the passage read on the board. g) The students answer questions on the passage read. |
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At the end of six weeks experimental teaching, the posttest was administered using the same test used for the pretest.

Data collected was analyzed using both descriptive and inferential statistics, including mean, standard deviation, independent sample t-test and ANCOVA.

The traditional method (basal method)

The steps followed in the application of the basal method in the classroom were:

- a) The teacher revises the previous lesson.
- b) The teacher introduces the lesson by writing the topic on the board and asks the students to open their basal reader to the specific page.
- c) The students read silently and identify new/difficult words.
- d) The teacher explains the difficult words to the students.

Results

Hypothesis I: There is no significant difference in reading comprehension achievement of students taught with advance organizers and those taught with the basal method.

The descriptive statistics of the post-test achievement scores of students taught with the two methods: the advance organizers and the basal methods are presented in Table 1.

Table 1: Summary of mean and standard deviation of post-test achievement scores of students taught reading comprehension using the two methods

| Groups | N | Mean | Std. Deviation |
|--------------|----|-------|----------------|
| Experimental | 33 | 13.91 | .947 |
| Control | 69 | 13.14 | .912 |

Table 1 shows that students in the experimental group taught with advance organizers had post-test mean score of 13.91 and SD of .947 while students in the control group taught using the basal method had post-test mean score of 13.14 and SD of .912. The preliminary analysis of the groups (pretest) showed that there was no

significant difference in the initial ability level of students in the two groups (experimental and control). Therefore, to determine whether there is a significant difference in students' reading comprehension achievement independent sample t-test was conducted.

Table 2: Summary of independent sample t-test of difference in reading comprehension Achievement of Advance Organizers and those taught with the Basal Method

| Posttest | Method | N | Mean | Standard Deviation | df | t | Sig (2-tailed) | Result |
|----------|--------------------|----|-------|--------------------|-----|-------|----------------|----------|
| | Advance Organizers | 33 | 13.91 | .947 | 100 | 3.910 | .000 | Rejected |
| | Basal | 69 | 13.14 | .912 | | | | |

Table 2 shows that there was a significant difference in the scores of students taught with advance organizers (mean = 13.91, SD = .947) and students taught with the basal method (mean = 13.14, SD = .912), $t(100) = 3.910, p = .000$. These results suggest that method has a significant effect on students' achievement in reading comprehension. Therefore, hypothesis one which states that there is no significant

difference in reading comprehension achievement of students taught with advance organizers and those taught with the basal method was rejected.

Hypothesis 2: There is no significant difference in reading comprehension achievement of male and female students taught with the use of advance organizers.

Table 3: Summary of mean and standard deviation of post-test achievement scores of male and female students taught reading comprehension using advance organizers.

| Gender | N | Mean | Std. Deviation |
|--------|----|-------|----------------|
| Male | 21 | 14.14 | .910 |
| Female | 12 | 13.50 | .904 |

Table 3 shows that male students in the experimental group taught with the use of advance organizers had post-test mean score of 14.14 and SD of .910. While the female students in the same experimental group had a post-test mean score of 13.50 and SD of .940. The pre-test

analysis showed a significant difference between boys and girls in reading comprehension test. Consequently, Analysis of Covariance (ANCOVA) was used to partial out the initial differences using the pre-test scores as covariate. The result is presented in Table 4.

Table 4: Summary of ANCOVA of Gender Difference in Reading Comprehension Achievement of Students taught with the use of Advance Organizers

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|---|-------------------------|----|-------------|---------|------|
| Corrected Model | 24.284 ^b | 2 | 12.142 | 81.981 | .000 |
| Intercept | 12.608 | 1 | 12.608 | 85.125 | .000 |
| Pretest | 21.128 | 1 | 21.128 | 142.655 | .000 |
| Sex | .392 | 1 | .392 | 2.646 | .114 |
| Error | 4.443 | 30 | .148 | | |
| Total | 6413.000 | 33 | | | |
| Corrected Total | 28.727 | 22 | | | |
| a. Treatment = Experimental | | | | | |
| b. R Squared = .845 (Adjusted R Squared = .835) | | | | | |

The F-value for sex effect in Table 4 is 2.646 with $df = (1, 30)$ with a p-value of .114 testing at an alpha level of 0.05, the p-value (.114) is greater than the alpha level (0.05) showing no significant difference. So, hypothesis 2 which states that there is no significant difference in reading comprehension achievement of male and female students taught with the use of advance organizers was retained. It can be

concluded that there is no significant sex difference in reading comprehension achievement of students taught with the use of advance organizers.

Discussion of Findings

Hypothesis one addressed the effectiveness of advance organizers when compared with the basal method of teaching reading

comprehension. The result shows that the use of advance organizers is more effective in teaching reading comprehension than the traditional basal method; the students in the experimental group who were taught with advance organizers outperformed those in the control group who were taught using the basal method (Mean of 13.91 and 13.14) respectively. This finding that advance organisers improved students' reading comprehension skills agrees with the findings by Uba, Oteiku, Onwuka & Abiodun (2019); Rahat (2019); Okeowo & Oshinowo (2017); Yang (2014) and Jafaru & Hashim (2012) which reported that the use of advance organizers impacted positively on students' comprehension achievement. Rahat (2019) argued that advance organizers make students active and help them to concentrate on topics, make lesson entertaining and exciting and these make instruction interesting and effective.

The basal method was found to be less effective probably because it focuses on mechanical reading skills rather than on learning skills and reading for pleasure Studies by Ofuani and Aduwa-Ogiegbaen (2010), Ofuani & Gbenedio (2015) and Orogun (2015) which are in agreement with this, observed that the basal method developed basic reading skills in the students but did not help in the development of recreational reading. Most teachers who use the basal method do not develop in their students the need for extensive reading habits. They stick to the prescribed text which they read in class. This method is teacher-centred making the students passive participants in the learning environment.

This study also revealed no significant sex difference among students in the experimental group exposed to the use of advance organisers. This is in consonance with the findings by Hochweber and Vieluf (2016) and Akabogu (2006) who found that effective and innovative teaching could solve the problem of sex differences in students' reading achievement. Though many are of the view that girls constantly perform better than boys in reading, the findings of Reilley, Neumann and Andrew (2018), Alabere (2017), Sokeye (2017),

Reynolds, Hejovsky and Kaufman (2015) and Mullar and Halpern (2017) found that irrespective of methods used, girls perform better than their male counterparts in reading comprehension achievement tests conclusion and recommendation.

Based on these findings, it was concluded that the use of advance organizers is more effective than the use of the basal method. Students' achievement in reading comprehension can be enhanced when advanced organizers are use. Advance organizers can be used irrespective of the sex of the students.

It is a recommended that English language teachers in Junior Secondary Schools should be encouraged to use the advance organizers so as to improve students' achievement in reading comprehension. To achieve this, teachers should be exposed to the use of innovative methods such as the use of advance organizers through seminars, workshops and in-service training ot enable them apply them in the reading comprehension classroom.

It is also recommended that curriculum planners revisit the English language curriculum, place more emphasis on reading and include appropriate advance organizers for each topic to enable the teacher utilize them.

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The National Language Policy: A Threat to National Unity

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Abstract

This paper is a critical review of the 2013 edition of the National Policy on Education (NPE). Specifically, the study focuses on the language policy as contained in the NPE and the dangers it poses to national integration. Since the amalgamation of the northern and the southern protectorates and the Lagos colony in 1914, successive Nigerian governments have prioritized the issue of national unity, national cohesion and peaceful coexistence of the over 350 ethnic groups in Nigeria. Despite the fact that the importance of language as a veritable tool in promoting national unity is recognized in the earlier editions of the NPE, the 2013 edition contains some changes which may pose serious threats to national unity. Such changes include the removal of the section 1, subsection 10a of the 2004 policy; removal of the official recognition given to Hausa, Igbo and Yoruba as national languages, the use of the language of the environment as medium of instruction in lower primary schools only in monolingual communities, removal of the study of one Nigerian language other than the language of the immediate community at the junior secondary school, and making the study of one Nigerian language optional at the senior secondary school. The paper argues that the changes above may lead to national disintegration if not urgently addressed. Since several studies have shown that the earlier editions of the policy were not implemented, the paper suggests that rather than trying to jettison the earlier versions of the policy; the government should ensure the full implementation of the 2004 edition of the language policy.

Keywords: Ethnicity, National cohesion, National integration, National unity, NPE

Introduction

It is a well-known fact that Nigeria is not just the most populous nation on the African continent, but also a country where hundreds of indigenous languages compete for relevance and inclusiveness in national discourse. Although the exact number of indigenous languages in Nigeria is not known due to poor record keeping culture, scholars have agreed that we have over three hundred languages in the country. For instance, Ogunyemi and Bada (2020) estimate the number of indigenous languages in Nigeria to be over four hundred languages while Oyetayo (2006) puts it at over five hundred languages. The multilingual and multiethnic nature of Nigeria has given rise to what we refer to as “Ethnic loyalty”. This is a situation whereby members of a particular ethnic group who speak the same language see themselves as being more superior to members of another ethnic group who speak an entirely different language. Ogunyemi and Bada (2020) see the situation as “ethno-centrism”, a feeling of mutual trust among members of the same ethnic

group and a feeling of distrust for members of another ethnic group. According to them, this situation may lead to mutual hostility among diverse ethnic groups and national disintegration if not properly managed. Several efforts had been made to mitigate the problem that may arise from the multiethnic and multilingual nature of Nigeria. One of such efforts is the national language policy as contained in the National Policy on Education (NPE) which was first drafted in 1977. Although the NPE has been subjected to series of review processes over the years, notably in 1981, 2004, 2007 and 2013, these changes have not metamorphosed into national unity.

Ethnicity in Nigeria

Ethnicity is a social phenomenon that has been viewed and described differently by scholars over the years. For instance, Nnoli (2008) describes ethnicity as a social phenomenon associated with the identity of members of the possible competing communal (ethnic groups) seeking to protect and advance their interest in a

political system. He went further to describe the concept as being characterized by some important factors which include but not limited to prejudice and discrimination, in-group sentiments, sense of solidarity, socio-economic and political discrimination. One thing about this definition and some other definitions that we shall still consider is that members of a particular ethnic group are seen as being extremely loyal to their group sometimes to the detriment of the larger society. Ugbem (2019) supports this view by observing that individuals and groups within a particular ethnic group are first loyal to the ethnic group while loyalty to the nation is usually secondary.

For Anugwom (2000), ethnicity should be seen as arising in any situation in which a group of people, no matter their size, with different cultural and linguistic attributes from those of its neighbours, uses this as basis of group solidarity and interaction with others. One thing about this description of ethnicity is the sense of togetherness which exists among members of the same ethnic groups. This sense of togetherness may stem from the mutual understanding which is likely to occur among a group of people who share the same language. In a similar view, Cohen (1974) visualizes an ethnic group as an informal interest group whose members are distinct from the members of other ethnic groups within the larger society because they share kinship religious and most importantly linguistic ties. The importance of language in delimiting an ethnic group is further brought to the fore by Mbalisi (2017) when he conceptualized ethnicity as a social phenomenon associated with interactions among members of social formations distinguished by communal character of their boundaries. According to him the most important communal factor distinguishing an ethnic group is culture particularly language. This presupposes that serious attention should be given to language planning and language policy formulation.

Nigeria is a heterogeneous society with over 374 ethnic groups interacting with one another in competition for power and wealth (Salawu &

Hassan, 2011). In fact, Nigeria has been identified to be the third most ethnic diverse nation in the world (Imam, Bibi & Abba, 2014). Alubo (2006) points out that the diversity of the Nigerian Ethnic make-up is expected to enhance development and bring about progress but in actual fact, this diversity poses a threat to national unity and the very existence of the Nigerian State. The socio-cultural differences which exist among different ethnic groups have resulted into cultural dissimilarities, which have created tension among ethnic groups. According to Ugbem (2019) ethnicity has reconfigured social interactions from peaceful co-existence to that of mutual suspicion and fear.

Adegbami and Uche (2015) rightly point out that ethnicity has had a lot of negative consequences for national development. These according to them include among others the wastage of enormous human and material resources in ethnically inspired violence. Olagbaju and Awosusi (2019) also identify ethnic sentiments as one of the causes of herders-farmers' conflict and insecurity in Nigeria. Similarly, Adeyanju (2014) observes that the ethnic diversity of Nigeria which should have been a source of national pride is nothing but a threat to national unity. In fact ethnicity may have been responsible for the formation of militia groups such as the Indigenous People of Biafra (IPOB) in the South-East, the Bakasi Boys in the South-South, Odua People's Congress in the West and the Boko Haram Sect in the North.

The Push for National Unity

National integration or national unity could be described as those conscious efforts by policy makers and those who are responsible for the day to day running of the affairs of the nation to bring together and ensure continuous togetherness of all the various ethnic groups within the country. Ogbujah (2014) avers that the question of national integration/national unity in Nigeria is the question of the degree to which Nigerians appreciate Nigeria, the question of how the various elements/subsystems of the society could blend with one

another to form a united entity wherein trust, justice, and equity would be the order of the day. This implies that the push for national integration is the push for unity in diversity.

Despite the willingness by past leaders of the nation to bring about the much anticipated national unity, unifying the diverse ethnic, religious, political and economic groups in Nigeria for the purpose of national development remains one of the major challenges facing Nigeria as a social entity. The first push for national integration/unity occurred in 1914 with the amalgamation of the Northern and Southern protectorates and the Lagos Colony whilst still under British Colonial rule. Since that time, Atiku (2016) observes that past and present governments in Nigeria have attempted, with varying degrees of success, to address the issue of National unity through the formulation of policies and programmes aimed at fostering the sense of togetherness and oneness.

One of such measures is the emphasis placed on national unity in both the National anthem and national pledge. The last two lines of the first stanza of the National pledge read.

*“... To serve with
heart and might One
nation bound in
freedom, peace and
unity”*

While lines 3 and 4 of the National pledge read

*“.... To serve Nigeria
with all my strength
To defend her
unity...”*

Both the National anthem and National pledge are always recited every morning before the commencement of school work for those in the basic and post-primary levels of education. The essence of this is for children to understand that the unity of Nigeria as a nation is non-negotiable even at the tender age. The anthem and pledge are also recited at all government functions and special programmes. All these are meant to sensitize the entire populace that ensuring the unity of the Nigerian State is a task for all.

Other measures aimed at ensuring national unity

and national integration as identified by Alapiki (2005) includes the establishment of the National Youth Service Corps (NYSC) scheme, the Unity Schools and the Federal character principle. According to Onifade and Imhonopi (2013), the NYSC sought to enhance interaction among young graduates from different universities across Nigeria. The scheme is meant to provide Nigerian graduates with the opportunity of meeting, living together and serving in some developmental capacities in states other than their places of origin so they could better understand the cultures, perhaps the language and general lifestyle of their host communities. The essence of the federal character policy according to Eme-Uche and Okonkwo (2020) is to foster unity amongst the federating units through equal representation of all sections of the national at the federal level.

However, despite the efforts, policies and programmes put in place to ensure national unity, dynamics of disintegration are increasing daily in Nigeria. Baba and Aeysinghe (2017) observe that threats of disunity keep ravaging Nigeria as a nation on daily basis. During the recent 60th anniversary of Nigeria independence, there were renewed calls from some sections of the country for the dismemberment of the Nigerian nation. Some elements from the south west called for the creation of the Oduduwa Republic while some elements from the South East renewed their calls for the creation of the Biafra nation. With this in mind, it might be safe to conclude that the unity of Nigeria is more threatened now than ever before.

Several reasons have been adduced for the seemingly lack of unity among the various ethnic groups in Nigeria. Zamare and Karofi (2015) point out emphatically that the lack of unity in Nigeria was born out of the interest of the colonial masters which was mainly to exploit the fertile nation rather than the forced unity being projected. While it is not out of place to blame the colonialists for some of the problems facing Nigeria as an entity, Onifade and Imhonopi (2013) have argued that the colonialists are not to blame. To them Nigeria's woes resulted mainly from the covert

selfishness by the past and present leaders of the country, excessive hunger for power, and accumulation of wealth exhibited by the political elites to the detriment of the Nigerian State.

Another major issue to be considered is the issue of national insecurity occasioned by ethnic violence, religious violence, banditry, terrorism, kidnapping, cattle rustling, farmers-herders' conflicts or killings, etc which have threatened the continued existence of the Nigerian nation. National insecurity according to Adebile (2015) is "a condition where a nation lacks the ability and influence to forestall the protection and preservation of its nationals from being victims of environmental disorder arising from internal and external attacks, social disorientation and dehumanization..." (page 18). Onifade, Imhonopi and Urim (2013) and Olagbaju and Awosusi (2019) also observe that Nigeria in recent years has been engulfed by issues of insecurity leading to the unnecessary and senseless killings of innocent civilians, foreigners, security personnel, government officials and aid workers.

On the 25th of September 2020, Sahara Reporters published a news item on their website giving the gory details of the attack on the convoy of Borno State Governor, Babagana Zulum, by the dreaded Boko Haram terrorist group. In the said attack, the second within the space of two months, seven police men, three soldiers, and some civilians were said to have lost their lives. All the aforementioned show that there has been an unprecedented rise in the rate of ethnic clashes and cases of insecurity in Nigeria. Efforts to reduce the incessant herders-farmers clashes, safeguard national security and preserve the sanctity of lives have prompted both the state and federal governments of Nigeria to institute special agro-rangers security forces or community-based security outfits such as the '*Amotekun*', enact anti-grazing laws, and establish cattle colonies or ranches in selected states within the nation. Whatever the reasons for the lack of national unity as discussed above may be, what is certain is that urgent measures need to be put in place if Nigeria is to remain a united entity.

The National Language Policy and National Unity

According to the National Policy on Education (2004) "a nation's policy on education is government's way of realizing that part of the national goals which can be achieved using education as a tool" (page 6). The number one philosophy of the Nigerian State as written in the policy is to ensure that citizens live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice. Section 1, sub-section 3c of the policy also states that one of the five main national goals of Nigeria which have been endorsed as the necessary foundation for the National Policy on Education is the building of a united, strong and self-reliant nation. Section 1, sub-section 7a of the policy also emphasized the inculcation of national consciousness and national unity. All the aforementioned show the level of seriousness that was accorded the issue of national unity. From the policy statements discussed above, it is not incorrect to aver that Nigeria education was conceived in such a way that will be extremely beneficial to the continued existence of Nigeria and the actualisation of the "One Nigeria" project. If properly implemented, the policy statements are capable of bringing about the much anticipated but elusive national unity and national cohesion. The laudable objectives of Nigerian education highlighted above will remain unachievable without the consideration of language as an indispensable tool for national unity and national cohesion (Omotoyinbo, 2015). Okonkwo (2016) and Obafemi (2008) also agree that language is a factor to be considered in the push for national growth, national unity, and national cohesion. This is because once language which is the sole vehicle of ethnic identity has been taken care of; ethnic bias occasioned by linguistic diversity will be eradicated. In order to maximize the benefits inherent in language as a tool for national unity there is the need for the formulation of a National language policy.

Fakeye and Ogunyemi (2017) describe a

language policy as a deliberate attempt by the government of any nation to regulate and provide a direction on language use and language study in schools and the society at large. For Crystal (1997) the formulation of a language policy is a systematic attempt by policy makers to resolve the communication problems of country while Kolawole (1996) sees it as an attempt at averting linguistic crisis in our education system and the society at large. In spite of the importance of a well-articulated language policy towards the attainment of national unity and despite Nigeria's status as one of the most linguistically diverse nations of the world, there is no single document that specifically describes a national language policy for education, governance and public life (Adegbija, 2004).

What can be referred to as a language policy in Nigeria according to Ogunyemi (2014) is the language in education policy as contained in the National Policy on Education that was first published in 1977 revised in 1981, 2004, 2007 and 2013. The language provisions of the NPE are not concentrated in just one section of the policy rather they are scattered throughout the entire document. Also from the first version to the latest version of the document, there are some fundamental changes, which in our view may undermine the push for national unity. Specifically, our review will focus on the changes/differences between the 2004 and 2013 editions of the policy and the dangers posed to national unity. We have decided to focus on the 2004 and 2013 editions because there is no major linguistic change between the 2004 and 2007 edition.

The 2013 National Language Policy: A Threat to national Unity

As mentioned earlier, this section will focus on the differences in the language provisions between the 2004 and the 2013 editions of the NPE. We shall also try to highlight the threat posed by these changes to national unity. In the 2004 edition of the policy, section 1, sub-section 10a states that:

Government appreciates the importance of language as means of promoting social interaction and national cohesion and preserving cultures. Thus every child shall learn the language of the immediate environment. Furthermore in the interest of "National Unity" (emphasis ours) it is expedient that every child shall be required to learn one of the three Nigerian languages: Hausas, Igbo, and Yoruba (page 10)

The quotation above confirmed the earlier stance of Omotoyinbo (2015) Okonkwo (2016) and Obafemi (2008) that the importance of language in the attainment and sustainability of national unity can never be over-emphasized. In a linguistically diverse nation as Nigeria where ethnic loyalty supersedes loyalty to the nation, the ability of Nigerians of diverse linguistic backgrounds to communicate freely in one indigenous language will likely stem the tide of excessive ethnic loyalty. From our personal experience as Yoruba speakers, the ability to communicate with Hausa traders in Hausa language, though to a limited degree, has often resulted in unsolicited discount from such traders. This may be as a result of the feeling of oneness generated from being able to converse in one language. The implication of this is that, if this aspect of the policy is fully implemented, the much envisaged national unity may be within arm-reach.

It is however very sad to note that this aspect of the policy has been completely removed from the 2013 edition of the NPE. One question that agitates the mind is whether government no longer sees language as a veritable tool in promoting, social interaction and national cohesion and in preserving cultures. Maybe

national unity is no longer a thing of interest among government circles. It should be noted also that the official recognition given to Hausa, Igbo and Yoruba language as the three national languages of Nigeria has been tacitly withdrawn because such phrase no longer exist in the policy. Although the move may be to pacify other numerous ethnic groups who might have felt neglected or marginalized by the previous policy statements, we should not forget that the three “major languages” viz: Hausa, Igbo and Yoruba enjoy regional acceptance. For instance, Omotoyinbo (2015) observes that Hausa as a dominant language or the unofficial lingua franca in the Northern part of Nigeria enjoys the status of a language with greater mutual intelligibility and wide acceptability among many speakers of minority languages. He also notes that both Igbo and Yoruba languages enjoy similar level of acceptance in the South Eastern and South Western parts of the country respectively. For us, the removal of Section 1, subsection 10a from the 2013 edition of the policy is a “threat to national unity.”

On primary education, the 2013 edition of the policy states on page 7 that one of the objectives of primary education is to promote patriotism, fairness, understanding and national unity. In recognition of the importance of language in promoting national unity, the 2004 edition of the policy recommends the study of the language of the environment as part of the primary school curriculum. The 2004 edition of the policy also clearly states on page 16 that “the medium of instruction in the primary school shall be the language of the environment for the first three years”. During this period, English shall be taught as a subject. However, in the 2013 edition of the policy, “the language of the environment” in the curriculum has been modified to “one Nigerian language”. The implication of this is that students can now decide to study any of the over 500 indigenous languages in Nigeria. It should be noted that a typical Nigerian classroom consists of students from different linguistic backgrounds who will likely prefer to study their respective indigenous languages. Hence the current policy statement is likely to

polarize Nigerian classrooms and engender linguistic crisis which the policy was designed to avert in the first place.

On the language of instruction at the primary level, the 2013 policy recommends that “the medium of instruction in the primary school shall be the language of immediate environment for the first three years in monolingual communities” (page 8). There are two questions to be asked here. First, do we have monolingual communities in Nigeria? Second, which language of instruction is to be used in multilingual communities? If Nigeria had been described as the third most linguistic diverse nation in the world (Iman, Bibi & Abba, 2014); even the policy makers do not expect to find a purely monolingual community in Nigeria. The implication of this is that Nigerian languages are not being used as medium of instruction in both pre-primary and primary levels of Nigerian Education (Ogunyemi, 2014; Olagbaju, 2014; Fakeye & Ogunyemi, 2017).

At the junior secondary school level, the 2004 policy states as one of the basic objectives the need to foster National Unity with an emphasis on the common ties that unite us in our diversity (page 18). Similarly, the 2013 edition also states that one of the main objectives of junior secondary education is to inspire national consciousness and harmonious coexistence irrespective of differences in endowment, religion, colour, ethnic and socio-economic background (page 8). In order to achieve the lofty goals stated above, the 2004 edition recommends as part of the core curriculum the study of the language of environment to be taught as L1 and one major Nigerian language (Hausa, Igbo or Yoruba) other than that of the environment to be taught as L2. If well implemented, the above policy statement will ensure that Nigerians, irrespective of their ethnic or linguistic background, will be able to freely communicate using one of the three “major” Nigerian languages. This will in turn go a long way in promoting the spirit of oneness and togetherness among Nigerians of diverse linguistic backgrounds.

In the 2013 policy however, the study of one

Nigerian language other than that of the immediate environment has been expunged. This implies that Nigerian students are no longer required to learn any other Nigerian language other than their own indigenous language. This move, rather than inspiring national unity and harmonious co-existence, would promote ethnic loyalty, a situation whereby an individual is first loyal to his/her ethnic group while loyalty to the nation is secondary (Ugbem, 2019). This is because human beings naturally develop a feeling of mutual trust, understanding and respect for people who share common ties (language inclusive) with them.

On a final note, the removal of one Nigerian language from the list of compulsory subjects at the senior secondary school level does not only pose a threat to national unity but also to the preservation of Nigerian cultural values. Education has often been described as a process of cultural transmission from one generation to another (Kumar & Ahmad, 2016). The Nigerian Government also recognizes in the 2004 edition of the NPE that language is an important tool not just for promoting national unity but also for the preservation of the rich Nigerian cultures. If this is so, expunging Nigerian languages from the list of compulsory subjects at the senior secondary school level is a step in the wrong direction.

Conclusion

The major focus of this paper has been to examine the threat posed by the current national language policy to national unity. We have been able to establish that the current language policy as contained in the 2013 National Policy on Education contains some changes and additions which may not be beneficial to the push for National unity in the Nigerian society. We therefore wish to conclude that though Nigerian is a multilingual nation, the linguistics diversity of Nigeria can be beneficial to the nation if the language provisions in the 2004 edition of the policy are fully implemented. The outright removal of all Nigerian languages from the list of core subjects at the senior secondary school level is an indication that the government is only

paying lip-service to the issue of national unity and the preservation of the rich cultural values of Nigeria. If our indigenous languages are not given due recognition the much desired national unity will continue to elude us.

Recommendations

In line with our discussions so far, the following recommendations are made;

1. The government should reinstate the study of at least one Nigerian language as a core subject at the senior secondary school level. This is necessary for the sake of cultural preservation and identification.
2. The government should re-introduce the study of one Nigerian language other than of the environment at the junior secondary school level. This is needed to facilitate inter-ethnic tolerance and foster easy communication among Nigerians of diverse linguistic backgrounds.
3. There is a need for the Nigerian government to encourage the development of a comprehensive and separate document as the national language policy.
4. The government should make available necessary funds, facilities and infrastructure for the successful implementation of the National language policy.
5. There should always be wide consultations and stakeholders' meetings before future changes are made to the National Policy on Education in general.
6. The government should fulfill its promise of developing orthographies for many more indigenous languages.
7. Nigerian linguists and textbook writers should intensify efforts in producing more reading and teaching materials for indigenous languages.
8. School teachers should encourage and help their students to develop positive attitudes towards Nigerian languages.
9. Language associations such as the International Association of Language

Educators should embark on training and retraining of indigenous language teachers through regular workshops, seminars and conferences.

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Threats of Language to Cultural Relativity in a Globalized world: The Example of Proverbs and Metaphors in the 2020 #Endsars Movement on Independent Radio Talk Show, Benin-City

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Abstract

The judicious use of proverbs, metaphors and other tropes to paint pictures germane to the African cultural context and content in African writings, as in Chinua Achebe's novels, Ola Rotimi's plays and Wole Soyinka's works, is a common practice. In like manner, it is interesting to note that media also profusely utilize proverbs and metaphors as communicative strategies in the presentation of the 2020 EndSARS Movement on Independent Radio Talk Show programme, called Rush Hour/Man Around Town. These linguistic resources are deployed in the media as a means to achieve the following: give wise counsel to government, placate angry protesters, mitigate the pains of the injured, and console the families of the bereaved. Thus, proverbs and metaphors sampled are classified to portray the values inherent in African culture in relation to the globalized world: where oneness and togetherness, caution and rebuke against complacency, morality, preservation of integrity, character building, among others are promoted. By their structure, these devices often say more than they literally mean. The interest in this study is to determine the extent of interactions between the literal and literary levels of the language use in order to ascertain meaning(s) in a context. In this paper, we adopt the Conceptual Integration Theory, also known as Blending Theory (BT), postulated by Turner and Fauconnier (1999). The work concludes that both proverbs and metaphors are cognitive tools that convey experiential perceptions which are reflections of the uniqueness and peculiarities inherent in our society. They are artistically designed for aesthetics. The paper posits that proverbs and metaphors should be preserved as teaching and learning process; and should be utilized frequently to communicate cultural reality and relativity, despite the threats of complexities associated with the encoding and decoding of the devices.

Keywords: cultural relativity, literal, metaphors, proverbs, threats.

Introduction

News broadcasting and other related educative/informative programmes on television and radio stations are social responsibilities owed members of the public across the world, including Nigeria. Similarly, electronic media in Edo state are not exception in offering wide publicity of political, economic and social events within the state and beyond.

The focus of study in this paper is, on the linguistic exploration of proverbs and metaphors on Independent Radio Talk Show Programme, *Rush Hour/Man Around Town*, undertaken against the background of the #EndSARS protests, which began on October 8, 2020. The protest assumed an unimaginable dimension of tension across the country, resulting in huge loss of lives and destruction and looting of public and private facilities. Being *Rush Hour/Man Around Town* is a public participatory programme through phone calls. It

is a creative and popular pidgin discourse, used to exposed governments activities and enlighten the people about socio-economic issues of interest (Rush Hour,2020).

The #EndSARS movement discourse on ITV/Radio, featured events in Nigeria during which the youths agitated for good governance and called for the immediate dissolution of the police Special Anti- Robbery Squad Unit (SARS) as a result of its many years of brutality, indiscriminate killings, and public harassment of innocent citizens with impunity (Chow, 2020).

To that end, ITV/Radio's *Rush Hour/Man Around Town* deployed some utterances, garnished with African cultural background (proverbs and metaphors), which are used as tools to critically discuss and analyze the causes and effects of the EndSARS with a view to reaching out to the people in the area of coverage. According to Li and Geddes (2003,)

...proverbs and metaphors are complex subject matters and scholars have approached them from disciplines as wide as philosophy, psychology, linguistics, neurology, artificial intelligence and literature. Still, we have yet to uncover many of the complexities of proverbs and metaphors. (33).

However, the seemingly threats of proverbs and metaphors to cultural relativity are recovered from their deep rooted intuitive meanings, truth (i.e. validly accepted facts bearing on reality) and form (such as short pithy sayings), suitable to a people's experience (Medubi, 2018:10). Proverbs as used in this paper refer to expressions or phrases characteristic of oral tradition that facilitates and communicates several lessons. The device also exhibits elements of morality evident in African traditional narrative. Across other languages and cultures of African countries, studies have revealed that proverbs constitute a very vital aspect of a language use. Thus, scholars and language users alike, have shown encouraging and varying interests in the subject. Eyoh (2013:49) defines proverbs as short but concrete and epigrammatic utterances that express veracity of established principles of life. In her opinion, Robert (2015:134) corroborates scholars' description that proverbs are expressions of a concept which usually contains basic rules of conduct such as development, morality, obedience, among other values. She further observes that speakers employ the devices, which are creatively crafted in cultured way for communication of traditional values. Agho (1999:10) also argues that proverbs, do not only strengthen the freshness of the medium the author uses, they invest the narrative with certain amount of simplicity which makes the text accessible to the audience in the attempt to Africanize the expressions used. Asika (2012) and Kquofi et al(2013) claim that proverbs are wise philosophical expressions, generally short but rich in hidden meaning, as their application conveys suggestive symbols that emphasize the

concept of an ideal situation which portrays the system of ideas about human nature of timeless truth.

The conceptual metaphor theory (CMT) considers metaphors and tropes as cognitive tools and not just mere literary style of figurative language Hassan et al explain that CMT is more to the cognitive thinking of how the mind infers and perceives a specific figure. They further claim that the theory is used to understand abstract concept in terms of more concrete ones, such that conceptual metaphor uses one idea and links it to another to understand a thing better.

Lakoff and Johnson (1989) opine that a metaphoric expression possesses two conceptual domains which are the source and target domains. The source domain consist of a number of attributes and relations stored in mind. Whereas the target domain is largely abstract and take its structure from the source domain via the metaphoric link. The metaphoric link is made by the mapping between two domains of experience (Source-target), in order to comprehend a metaphor in a particular context (195-208)

This paper intends to isolate and highlight some proverbs and metaphors, used as communicative strategies in #ENDSARS Movement on ITV\Radio's *Rush Hour\Man Around Town* programme. The study showcases the devices as teaching and learning tool for the dissemination of information, and vehicle for cultural transmission of a society. We also intend to show that the introduction of English, including pidgin, as a second and official language, though poses some threats, blends with proverbs and metaphors as a creative linguistic means of communication, resulting in unique utterances, flavoured in African culture.

Theoretical Framework

The theoretical framework of the study is drawn from Turner and Tauconnier's blending theory. The theory is adopted to perceive how proverbs and metaphors provide the connection between the source of the comparison and the target object that is being addressed. The theory holds that cognitive input of the individual language

encoder and decoder to the metaphor and proverb interpretation is derived from a speaker's experiential interests, conceptualized in models, schemas and frames (Ruiz, 2008:82). Also, Medubi (2018:11) observes that the theory utilizes a cognitive activity by which many mental spaces are created in the process of decoding a metaphor or proverb; and however, that the spaces are made up of, at least two input spaces (constituting the source and target spaces), coupled with a generic space which can be defined as the general area of activity, while the fourth space is the blended space. However, the blended space accommodates all the three spaces combined, and bring out the developed meaning.

It should be noted that the contents of the generic space involves the experiential knowledge of the activity being performed by the individual in terms of its cultural significances and sequences, while pragmatic processes, such as interference, implicature and presupposition, are peculiarly useful in helping the decoder to link the mappings in the generic and input spaces. Therefore, it is pertinent to mention that recourse to experiential behavior is essentially useful in explaining the selected proverbs and metaphors in discussing #EndSARS protests on ITV/Radio.

Methodology

The methods adopted to elicit data for this study were based on observation, and tape recording of live linguistic performances. Some data were also drawn from consultation of resource material.

Analysis

Some combination of pidgin and Standard English proverbs and metaphors on the Talk Show, concerning #ENDSARS protests are randomly drawn for analysis. The analysis of the language will help us appreciate how proverbs and metaphors effectively sensitize the general public, with a view to facilitating socio-economic change in Nigerian. The devices, therefore, can be classified into groups that enhance social and economic revolution, unity, oneness and togetherness; industry;

caution/admonition and rebuke of political leaders and protesters' complacency; morality, preservation of integrity; and, character building, among others. Below are some excerpts for analysis:

A. Proverbs/Metaphors on Social and Economic Changes.

1. “#EndSARS Movement” is a wakeup call for Nigerians.

The above excerpt is a metaphoric phrase, preceded by a hash tag to reflect the dynamics of the prevalent digital age. The Radio Talk Show crew deployed the expression to recall the protesters' metaphoric slogan that informed their pre-occupation; calling on relevant authorities, not only to disband the Special Anti-Robbery Squad for engaging in dangerous practices of “brutality, harassment, unlawful arrests and extra-judicial killings”, but also used to place a demand on state and federal governments to fix the country's weak governance, lack of accountability and skyrocketing unemployment rate (Adegoke, 2020). These agitations arguably resulted in a nation-wide protests for which government deployed military to stop. This leads to the second proverb/metaphor, which captured the discussants' observations and reactions in *Rush Hour/Man Around Town*:

2. The youths had told SARS: “Enough of your knee on our necks!”

This exemplifies anatomical metaphor, used as historical reminiscent of the youths' collective voice during the #EndSARS protests, appealing to SARS to halt its acts of hostility. The participants on the programme used the device to reflect the complaints of the youths against police brutality. The “knee/necks” are very important and sensitive parts of human body. To knee

down means to be subjected to punishment, man handling and maltreatment. On the other hand, but when an individual's knee is laid upon the neck of another individual, the later becomes the victim of punishment and maltreatment. Therefore, the kneel is utilised in this context as metaphor for police humiliation, injustice against the youths including intimidation, extortion, extra-judicial killings and other torturing weapons, while the 'necks' imply the casualties of police brutality and bad governance whose forms of punishment and brutality include, gunshot injuries, loss of lives and joblessness.

3. **“D big horn of animal no go fit fear the children make dem no fight”.**
(English gloss: **The capacity and size of the bullock's horn cannot deter children from confronting a challenging situation).**

The underlying thought created by the above combined proverbs and metaphoric expressions are that, 'bullock's horn' is not a proof of might. The fact is that the source, which is the exact social value, shows that might come from the collective voice and democratic will of the people, which is a much more ideal, civil and strong value than the use of force. Therefore, the expressions under reference illustrate that a metaphor having generic, source, target and blended spaces bring out the underlying thoughts, philosophies and beliefs (Medubi, 2018:14).

The interpretation of the proverbs is a subtle rebuke of government's act of deploying army and police to resolving peaceful protests, because force does not help matters nor assuage the aggrieved.

B. Proverbs/Metaphors on Unity, Oneness and Togetherness.

Some of the proverbs/metaphors deployed in

Rush Hour/Man Around Town constituted discourse that centered on appeal for restraint, unity, love and patience to the #EndSARS protesters, police and the government. The structure of the proverbs, which include declarative, rhetorical question and exclamation, are presented in the excerpts below for analysis:

4. **Na river wen e dey kill, we still dey fetch drink.**
(English gloss: **We cannot avoid a drowning river to fetch water for drinking).**

5. **One single broom-stick no go fit kill fly; but the bundle.**
(English gloss: **We need a collection of broom-sticks to kill a fly)**

6. **Can only one finger pick lice from your head?**

7. **Together, many hands can lift a heavy load.**

The lexical semantic analyses of the above selection (4-7), reveal the consistent use of nouns as lexical category, and their semantic implications convey the message of team work and the spirit of fellowship. Similarly, it is expedient to mention that a similar social value of team work is aptly inspired and expressed in the National Anthem of Nigeria, which was adopted in the late 1970s, being the second national Anthem. It will be recalled that the line, “Arise, O compatriots...” in the said Anthem suggests a wakeup call for love and unity, among fellow Nigerians. In that spirit of unity and togetherness, discussants on the Radio Talk Show utilized the selected utterances in the references above, to call on all the parties involved in the #EndSARS

movement (youths, police and governments), to imbibe and promote the much needed spirit of nationhood, oneness and forgiveness. Therefore, the structure of the proverbs/metaphors deployed, though poses some linguistic threats, in terms of interpretation, their contextual disposition helps to deepen meanings of words associated with wisdom. This claim re-affirms Agho's (1999:10) assertion that proverbs, as an element of morality, "invigorates freshness" in a text for easy accessibility, and an attempt to "Africanize the expression used".

Specifically, reference to excerpts 4 and 5 respectively, underscore the need to promote love and understanding, which is inspired by the cultural value of collectivity, perseverance, peace and love among citizens in order to experience breakthrough. Excerpt 7 likens the nation's challenges to "a heavy load", which can only be lifted or overcome if "many hands" are involved. The noun phrase, "many hands" refers to undeniable engagement of public participation in the accomplishment of the task of nation building.

C. Proverbs/Metaphors on caution and Rebuke against Complacency.

The use and application of proverbs as a tool of language can be very challenging in a globalized world. But diversity of languages in the expression of opinions and beliefs makes the world go round! So in African context, proverbs and other related utterances rooted in morality are considered coded, being language resource, often explored by esteemed elders to communicate familiar cultural ideals of universal virtues and truth. According to Okugbe and Ekundayo (2015:129), Nigerian speakers use figurative pidgin in addition to proverbs and idioms to express wisdom, create humour and comment on life. Indeed, the need to use the right language to share wisdom aimed at bringing about peace and a non-violent

society cannot be under rated. Consequently, some proverbs/metaphors were profusely used for conversations among participants on ITV/Radio's *Rush Hour/Man around Town* platform, to counsel the #EndSARS protesters and other parties involved, as follows:

8. **Na fence wen e fall make goat climb go inside house to scatter things.**
(English gloss: It is the fallen fence that offered goat the opportunity to cause havoc in the house).

The above proverb was utilized as a language instrument to disclose that the possible cause(s) of the agitations, which resulted in wild violence, were nonchalant attitude of government officials and system failure. The choice of the lexical item, "goat", is a social selector for the mindless hoodlums and miscreants, who hijacked the peaceful protest to destroy and loot public and private facilities.

Furthermore, discussions on the ITV/Radio forum explored the language tool of proverbs/metaphors to caution and admonish relevant authorities to be mindful of the destructive effects of unfriendly laws imposed on the citizenry, which do not respect the yearnings and constitutional rights of the youths.

9. **Na only time e go take, stammerer go call e papa name one day.**
(English gloss: It's just a question of time; a stammerer will certainly learn how to call his dad's name).

10. **Man wen e dey cry still dey see road.**
(English gloss: A crying man can still observe happening around).

11. **Pregnancy wen e too tale na risk.**
(English gloss: Pregnancy that lingers for too long can be dangerous!)

In excerpt 9, the purpose of discussants' employment of "stammerer", is to draw our attention to the worrying voice of

the helpless but provoked youths, having waited endlessly, in vain for solution. These casualties patiently bore the excruciating pains of police brutality and bad governance for several years, while the figure of the “crying man...” in excerpt 10, was used as an instrument to hint relevant authorities that consciousness and awareness the youths had gained overtime about bad leadership in Nigeria led to the agitations, tagged “#EndSARS protests”. And finally, reference to the phrase, “pregnancy that lingers for too long...” in excerpt 11 symbolizes the economy long overdue for government to fix, but left unattended to, was mainly responsible for the dreaded wave of protests that swept across the country. However, through the instrumentality of proverbs/metaphors, the ITV/radio discussants shared some pieces of advice, to enlighten the protesters, as shown below:

12. Protesters' act of looting and burning is **“an handshake beyond elbow”**.

13. **Dem no dey scratch body as e dey pepper.**
(English gloss: **You don't scratch your body as it hurts**).

The discussants used the above references to suggest that youth restiveness has some underlying unpleasant consequences. Excerpts 12 & 13 deployed the phrases “handshake beyond elbow” to advise youths to mind their limitations in the fight against corruption; while “...don't scratch body as it hurts” suggests the need to avoid rashness. This is a call on youths to maintain a non-violent stance in their agitations for legitimate dues.

D. Proverbs/Metaphors on Morality, Preservation of Integrity and Character Building

According to Robert (2015:132), the implied meaning of proverbs provides strong hints about moral values and norms, including the values of honesty, respect, self-restraint, discipline and wisdom. The crew members on ITV/Radio did not spare the use of proverbs, metaphor and symbolisms to convey the message of cultivating good character, patience, sincerity, integrity, among other virtues. The proverbs were employed to query and condemn the acts of robbery, arson, looting and internet fraud (Yahoo), witnessed during the EndSARS peaceful protests. The discussants also employed some language tools to urge protesters not to engage in criminal activities mentioned above, while fighting and demanding change. For example:

14. **Na pikin wen wash em hand de eat with elders**

This is a typical proverbial Pidgin version of a popular legal maxim, which is metaphorically rendered for the purpose of integrity preservation, thus:

15. **“He who comes into equity comes with clean hands”**

The above metaphoric language bars relief from anyone guilty of improper conduct in the matter at hand. It operates to avoid any affirmative recovery for the person with “unclean hands,” no matter how unfairly the person's adversary has treated him or her. Its purpose is to protect the integrity, not only to disapprove illegal acts but deny relief for bad conduct (American Law and Legal information – Free Legal Encyclopedia).

In that connection, the proverb highlighted in the sentence below was succinctly deployed to question the justification of the action of protesters:

16. The protesters who are deficient of sound character and integrity, but prevailed on government for change is **“a case of kettle call pot black”**.

The above proverb foregrounds two lexemes, 'kettle and pot' being symbolic representations of similar acts. It is a device crafted to question the youths' claim to self-righteousness, when in actual fact, some of them engaged in shady deals that threaten the economy of the country; and therefore, some youths lack the moral right to take government to task. The idea being floated with the above language device is that, protests will change nothing if the followers refuse to change their attitude. For example, a man that won't respect the traffic light is out there demanding change. A man that will refuse to update his vehicle particulars but bribe a willing police, Road Safety, VIO, Nigerian Army, is out there demanding change; an importer that wanted to evade duties but willing to do deal with the customs is out there demanding change; a commuter that is willing to litter the street with remnants of his delicacies is out there demanding change; artisans who regularly swindle their customers are out there demanding change; lecturers who sleep with their female students and forced males to pay their way through are also out there demanding change; trader who will increase price just on speculation is out there demanding change; corrupt public servant who fraudulently acquires assets is out there demanding change; CSOs that are living large on grants meant to better the lot of the people and purpose for establishing them are out there demanding change; teachers who conspired with examination agencies (WAEC, NABTEB, NECO etc.) for examination malpractices are out there demanding change; and the list goes on and on...

The picture being painted is that those placing demand should be of proven character. The discussants explored the language tool to reveal that some of the protesters seem to have shown exaggerated awareness of their own virtuousness or rights.

However, for the fact that vast majority of Nigerian youths had demonstrated a high level of maturity and shown tolerance over the years, the government needed to reciprocate.

The ITV/Radio crew deployed some proverbial language accordingly:

17. **A patient person needs to eat life**
18. **Mama dey give breast to pikin wen e no dey cry.**
English gloss: A mother must still breastfeed her baby without it asking for it.
19. **Just as the elephant feels the weight of his head, so an ant does.**

The hidden meanings of the above selection of different proverbs centre on appeals to government, not only to be considerate, but be conscientious: Excerpt 17 extols the virtue of patience; excerpt 18 unveils the reward of reciprocity, while excerpt 19 sounds a note of reminder, that much as the political class is concerned about its own fundamental needs, the youths' demands should equally be considered as a burden for government to prioritize.

Conclusion

The work attempted to show that proverbs and metaphors as language tools, reflect a people's beliefs and philosophies by means of conceptualization. It established that the threat the language of proverb/metaphor poses is an issue of cultural relativity. When proverbs are metaphorised, then they take on a representative function where abstract items are explained through more concrete items such as physiological actions or relational entities. This means, they become symbolic, making metaphor an effective instrument in proverbs. This is what is reflected in #EndSARS discourse on ITV/Radio Talk Show, to embody underlying attitudes, feelings, thoughts and currents. It is a mark of linguistic proficiency and rhetorical powers, which indeed is a powerful teaching/learning method. The use of proverbs and metaphors in the discourse of #EndSARS protests on the media platform has helped to establish relationships with the roots, transmit culture and strengthen the bond of togetherness among different people in various societies.

Although, proverbs/metaphors are endangered cultural and linguistic phenomenon for lack of overt transfer of the knowledge from elders to

the younger generation, certain typical lexical markers found in proverbs are common place features in the perspective of the indigenous speakers of the language. There is this general observation that most people, particularly Africans, seem to lay more emphasis on the use of second language and treat their mother tongue with levity. This attitude is a great threat to African culture. So, the use of proverbs and metaphor should be encouraged and emphasised in the teaching and learning of literary studies in schools and colleges. Media presenters in radio and television programmes should also endeavour to feature adequate use of proverbs and metaphor in their discourses in such a simple communicative manner to arouse public interest of listeners.

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Using Technology in Language Classroom: Effect of Computer Animations on Primary Four Pupils' Achievement in English Reading Comprehension in Ondo, Nigeria

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Abstract

*This study determined the effects of Computer Animations on Primary Four Pupils' Achievement in English reading comprehension in Ondo West Local Government Area, Ondo State. The study adopted the pretest-posttest control group quasi experimental research design. The purposive sampling technic was adopted to select four primary schools in Ondo West, while four intact classes of primary four pupils (one per school) were used. The instrument for data collection for this study were English Reading Comprehension Achievement Test ($r=0.83$) and computer animation software on English reading Comprehension. Treatment lasted six weeks during which the experimental group was taught using computer animations, while the control group was taught using traditional conventional strategy. Data were analysed using *t*-test. Results revealed that showed that there was a significant difference in English comprehension achievement of experimental and control group ($t_{(1,43)} = 2.05$; $p < .05$). The use of computer animation-*ish* software is therefore recommended for improved achievement in English reading comprehension among primary four pupils.*

Keywords: Computer animation, Animation-*ish* Software, English Reading Comprehension Learning Outcomes

Introduction

Primary education sets the base for learning difficult academic concepts; therefore, the effectiveness of higher education is determined by the strength of the primary education system (Olaniyan and Obadara, 2008). Products of this basic educational system are footsteps to the next level, hence the substance set here will go a long way to determine the quality and ability of learners at the secondary and tertiary levels of education. In the same vein, Jaiyeoba, (2011) discoursed that since the products from the primary level of education are the entrants into the secondary level, then the effects (whether positive or negative) could be seen, not only at the secondary level, but also at the higher education as well.

In the light of laying a solid foundation for primary learners, three of the objectives in the National Policy on Education (NPE) emphasise the following for primary education:

1. to inculcate permanent literacy, numeracy and ability to communicate effectively;
2. to provide opportunities for the child to develop life manipulative skills that will enable the child function

effectively in the society within the limits of the child's capacity (NPE, 2013).

Unquestionably, the use of technology for teaching and learning has been proven to be fundamental and helpful in achieving these objectives; therefore, the National policy on Education mandates technology integration at all levels of education (NPE, 2013). In order to ensure a solid foundation at the basic level, NPE specifically encourages the use of technology for teaching and learning in primary education. Interestingly, the use of technology tools may not be a strange phenomenon to learners at this level because these young ones have begun to explore the opportunities that technology devices provide.

Primary school pupils are already interacting with these tools outside the classroom. They try their hands on with mobile phones, computers, Ipads, laptops, the internet and even social networks. That is why today's primary school learners are often referred to as digital natives, because they are born into a world where they have daily contact with different types of technologies. However, the challenge arises

when they get into the classroom and discover that there is a major disconnect between the school system and their environment. Aladejana (2013) reflected on this disconnect and described today's classrooms as a cycle of memorisation, repetition, and note-copying. He explained that these activities agree perfectly with the world in the past but now the world is increasingly shaped by Information and Communication Technology (ICT). ICT allows pupils to explore, observe, engage, solve problems and make exciting discoveries for themselves. It stimulates collaboration and interaction amongst peers and also between pupils and teachers. ICT resources not only provides the tools for promoting and developing these skills but also encourages the pupils to engage confidently in imaginative learning and makes teaching and learning more effective and fun for everyone involved.

ICT is now part of the primary school curriculum as "computer studies". It is expected that pupils should be able to identify the various parts of the computer, use and apply software (word processing), communicate (send and receive messages) and participate in other activities, such as playing games and watching educational films (NERDC, 2007). It is also expected that pupils should be able to set up and power a computer system. The curriculum was designed to make pupils aware of the capability of computers and give them the skills to manipulate them. However, while specific technical skills are certainly important for pupils to learn, they do not provide adequate foundation for them to transfer and apply the skills in different situations. Pupils need to be directed and steered to see greater value in technology tools besides the entertainment

benefits they derive from their use. According to Pitler (2006), "when applied effectively, technology not only increases students' learning, understanding, and achievement, but also augments their motivation to learn, encourages collaborative learning, and develops critical thinking and problem-solving strategies". All these skills and more, as listed by Pitler, are listed as 21st century skills. Stated in the NPE (2013) is the need for classrooms to be matched with the expectations of the 21st century world. It seems important, therefore, to ensure that young learners develop functional and transferrable skills in relation to the use of technology as well as guide them in making productive use of technology tools in the classroom (Hayes, Mary, Whitebread and David, 2006). This implies that it is important for learners to get the needed skills that will equip them for life outside school. It is necessary that at this formative stage of education, primary school pupils are adequately prepared for what the future holds in the next level of education and outside the classroom via the use of technology tools.

In line with using technology to harness constructive learning experiences in reading comprehension, one of the tools which can be used to achieve this is Animation. Animation in teaching and learning combat boredom, having the capability of activating the senses of sight, hearing, and in the case of concrete objects, the sense of touch (Isaac and EmaEma 2015). Studies conducted by Mayer and Chandler (2001) show that the knowledge level of students improved particularly text is added to diagrams. There are different types of animation software, the one used for the study is called *Animation-ish*.



Animation-ish software is an easy-to-use animation programme that inspires creativity and allows primary school pupils to "show what they know." It sparks ingenuity and imagination; it provides engaging activities that integrate imagination across the curriculum; it helps teachers make exciting lesson content that are represented visually. Also, it boosts technology literacy skills and teaches basic concepts in animation and graphic design. Pupils can reconstruct learning experiences by creating their own animated content. This can more or less, be seen as reliving classroom learning experiences and this process may involve the combination of moving images, texts and/or sounds. According to Beckerman (2003), "there is no other graphic art that so stretches the imagination to get a laugh, display an abstraction, explain a method, or sell a product." Animation is a way of telling stories, as abstract or imaginative as they may be. One of the advantages of animation is the possibility to give abstract concepts a visual presentation. This is a key component of educational graphics. The visuals are there to support learning, and if the concept is best represented in motion, the potential of the digital platform can be used to its advantage. Animation can also explain complex things in the simplest ways, and open up new perspectives to the viewer. The viewer may not have been able to visually imagine what is explained in the material in text form, but a still infographic could help form the idea, and an animation could push the realisation even further. Animation allows learners engage in a high level of cognitive reasoning that goes past rote memorisation thereby leading to understanding and retention of subject matter.

According to Swain (2012), students who studied with the use of animation apply three learning styles: visual, auditory and kinesthetic, and use three senses: seeing, hearing, and touching. In addition, a study by Barak, Ashkar, and Dori (2011) showed that the use of multi-senses for the construction of knowledge promotes meaningful learning. These features mentioned above result in permanent learning as

well as engaging learners' higher order thinking skills (Kayaoglu, Dag Akbas and Özturk, 2011). According to Barak, Ashkar, and Dori (2011), "Animation can contribute to a better understanding of the learning material in two ways. First, it enables the creation of mental representations of concepts, phenomenon, and processes. Second, it can be used to support challenging cognitive processes such as abstraction, imagination, or creativity, which some learners are short of.

Like most technology tools used in the classroom, using animation in the classroom can be viewed from two different perspectives. First, it enables the creation of mental representations of concepts, phenomenon, and processes. Second, it can be used to support challenging cognitive processes such as abstraction, imagination, or creativity, which some learners are short of (Barak, Ashkar, and Dori, 2011). Kafai, (2006) viewed it as a situation where children are supported to become "producers" rather than "consumers". Instead of merely reading textbooks and solving workbook problems, students can redefine the content or subject matter that they encounter by reconstructing their knowledge to solve problems and represent their solution in animated form. This can mean that they learn, digest and create out of what they have originally learnt instead of only regurgitating. This deep learning process will, in the long run, lead to increased learning outcomes besides other skills that learners can acquire. In other words, creating animations in the classroom will help learners to visually represent what they are studying, arrive at a deeper understanding of learning concepts and commit what they are learning to memory.

According to Cameron and Tanti (2011), the advent of web 2.0 tools has made it easier to provide students with the opportunity to contribute to their own learning. Recent advances in technology have led to the development of software that can be used for creating animations for a wide range of instructions. Some of these animation tools are simple, easy to manipulate and use while others

are much more complex and require advanced skills. This study builds on past research efforts that the use of animations for creating content by learners can be used as an excellent tool for improving learners' achievement in English reading comprehension in primary schools. Specifically, achievement was assessed in English reading comprehension at the middle basic level of education (primary four).

In this study, the use of animation for design by pupils was in the form of an extended school day activity. Extended school learning programmes, popularly referred to as "after-school" programmes are typically described as safe, structured programmes that offer an array of adult supervised activities to promote reading comprehension skill of pupils outside of the school day (Beckett, Borman, Capizzano, Parsley, Ross, Schirm, and Taylor, 2009; Harvard Family Research Project, 2008; and Lauer, Akiba, Wilkerson, Apthorp, Snow, and Martin-Glenn, 2004). When compared to the school day activities, these programmes tend to have smaller groups and less-formal settings which provide opportunities for young people to interact and share reading experience among themselves. A review of the literature suggests that after-school programmes can serve four major functions: (a) increase safety and supervision, (b) enhance cultural and community identification and appreciation, (c) develop social skills and increased competency, and (d) improve academic achievement (Cosden, Morrison, Albanese, and Macias, 2001). A growing number of studies and evaluations (Shernoff 2010; Huang, Leon, Harven, La Torre and Mostafavi, 2009; Fredricks and Eccles 2006; Darling 2005) have shown the positive impact of after-school programmes on students' learning outcomes. After-school programmes take different forms and are structured to meet particular needs. They vary considerably in terms of the goals they set for attendees and in the outcomes they expect and achieve (Cosden, Morrison, Albanese, and Macias, 2001).

According to Shumow (2001), after-school programmes vary in terms of their philosophy,

goals, and programming. Some of these programmes are structured to provide recreational activities; others focus on academics by providing tutoring in school subjects and assisting with homework completion. Still, other programmes centre on providing children with opportunities to develop skills and interests in activities such as dance, music, science, or arts and crafts (Shumow, 2001). This study focused on improving learning outcomes by providing enriching after-school learning environments where primary pupils can create animations of concepts which were learnt during school hours. This after-school activity sought to provide hands-on experiences in a technology-based environment which made class lessons more meaningful to learners.

Hypothesis

There is no significant difference between English comprehension achievement of experimental and control group

Methodology

The study adopted the pretest-posttest control group quasi experimental research design. The population for the study were all private primary school pupils in Ondo West Local Government Area, Ondo State. The two schools for this study were selected using purposive sampling technique. The criteria for selection are: the school that had a regular class and intact population of not below twenty (20) pupils; and had at least eight computers that are functional. The sample consisted of pupils were randomly assigned to experimental and control group. The instrument for data collection for this study were English Reading Comprehension Achievement Test, and instructional guide. Pretest was administered to experimental and control groups to determine their entry achievement. Pupils in the experimental group were exposed to reading comprehension instruction using computer animation that focused on the text. The intervention lasted three weeks and the class was held twice a week. Each meeting took place for forty minutes (the length

of a regular class period). The control group went through conventional reading comprehension lessons using the same comprehension text. Post-test was conducted

for the two groups. The data collected were analysed using mean, standard deviation and inferential statistics of t-test at 0.05 level of significance.

Results

Ho1: There is no significant difference between English comprehension achievement of experimental and control group

Table 1: T-test showing difference in English comprehension achievement of experimental and control group

| Variable | Mean | Std. Dev. | N | t | P | Remark |
|--------------------|------|-----------|----|------|------|--------|
| Experimental Group | 2.41 | 1.68 | 45 | 2.05 | .041 | Sig.* |
| Control Group | 2.90 | 2.72 | | | | |

*Sig. at .05 level

Table 1. Showed that there was a significant difference in English comprehension achievement of experimental and control group ($t_{(1;43)} = 2.05$; $p < .05$). Hence, the hypothesis is rejected. This indicates that pupils exposed to English reading Comprehension lesson through computer animation performed significantly better than those in the control group who were taught with conventional method.

Discussion

The findings of this study have shown that the use of computer animation-ish software has produced a significant results in reading comprehension. This implies that the use of computer animation is more effective in teaching English reading comprehension than the conventional method. The effectiveness of computer animation could be attributed to the facts that the use of animation can turn the pupils into active participants and co-producers of knowledge and enhance learning abilities of pupils. This correlates with the findings of Shreesha and Tyagi (2016) that animation content helped the students to have proper visualization on complex science topics and catchy tunes enabled them to register the key words, concepts in students mind easily, which helped them to recall text information easily. This is in line with the findings of Barak, Ashkar, and Dori (2011) that the usage of multi-

senses for the construction of knowledge, promotes meaningful learning. It is in agreement with Chan and Norlizah (2017) that new teaching approaches should be encouraged, that is, animation creation allows students to active participants and co-producers of knowledge and increase learning abilities of students. The results also agreed with the findings of Daves (2011) that learning is enhanced through the use of technology and students need to develop technology skills in order to be productive members of the society.

Conclusion

Since the goal of the primary education system is to foster 21st century skills which will be a basis for secondary and tertiary education to build upon, we need to engage pupils in creating their own learning experience. To achieve this, there is the need to engage them in the learning process through the use of technology. Knowing that technology can be used as a tool to teach and as a tool to create, there is the need to focus more on the latter which, according to the findings, has produced a positive result in bringing about improved performance and greater retention of the content in reading comprehension. This has shown that computer animation is an important tool that fosters creativity in learners and which in turn brings about greater academic achievements.

Recommendation

In the light of the findings of this study, it is recommended that, primary school integrate technology in the teaching of reading comprehension in particular and all aspects of English in general for improved participation and achievement. The teachers should also be trained on how to use the computer animation-ish software in the teaching of different aspects of English.

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Assessment of Internet Based Brainstorming Strategy for Teaching Writing Skill in a Globalized World

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Abstract

This study investigated the use of internet based brainstorming strategy to facilitate the teaching of writing skill for effective essay writing. The research design employed for the study was quasi-experimental which involved pre-test, treatment and post-test. There were two groups for the study, an experimental and a control group. The experimental group was taught with Internet based brainstorming strategy, Writing Skill Package (WSP), while the control group was not exposed to but both groups had achievement test. ANCOVA: Analysis of Covariance was used for the statistical analyses of the data. The study involved 102 students among 1600 National Diploma Part one (NDI) from School of Business Studies in The Federal Polytechnic, Ado-Ekiti, Ekiti State, Nigeria. Purposive sampling technique was used in order, to have intact classes so there will not be disruption of lectures. Those involved in the study had registered for Use of English I (GNS 101) which is a compulsory general study course for the first year students. The findings revealed that the experimental group that was exposed to Internet based brainstorming strategy and Writing Skill Package, performed better than those that were not exposed to the same treatment. It was therefore concluded and recommended that teachers should use Internet based brainstorming strategy and Writing Skill Package to attain better teaching and learning of writing skill for essay writing in a globalized world.

Keywords: Writing skill, Brainstorming, Strategy, Student, Internet Access

Introduction

Globalization has radically transformed the world in every aspect. Writing skill has remained a task for students especially learners of English language as Second Language (ESL). For students to be successful in school, work and in their personal life, it is compulsory that they learn how to write correctly. There is a need for every relevant and concerned stakeholder in education development in the global world to be worried about the trend of teaching writing correctly and appropriately right from primary school to secondary school and tertiary institution. When students are through with their education, they are still confronted with writing letters, memorandum, giving one report or the other. Either in school or outside school in society writing is a must. So, to be skillful in writing skill is a lifelong issue that no one can outlive it. A student that cannot put down his thoughts, ideas on paper or another form of method either on phone or laptop may not be able to answer questions correctly in written form. The end result of such learner is disappointment or failure.

Brainstorming helps in generating ideas, the more it occurs, the more creative ideas can be reflected in English learners 'writing. This type

of skill encourages creative minds to develop new ideas in writing. Other areas include teaching, politics, business and all the rest. Toshiya (2015) affirms that in teaching and learning English, that brainstorming is an important skill to aid better writing. It is good to bail students or learners out of various challenges of writing good quality papers. Rao (2007) affirmed that brainstorming strategies ought to be embraced by teachers as they introduce it to English Language learners during the writing process in conjunction with activation of prior knowledge in developing new knowledge.

Scott (2006) opines that brainstorming helps students in clarification of ideas right from initial stage (pre- writing) and to write further in distinguishing ideas through the process of writing giving room for improvement. Furthermore, Toshiya (2015) citing Baroudy (2008) expressly explain that “The purpose of brainstorming is to help student writers free their thought breakdown mental block; the feeling one gets when he/she does not know what to write about, opening students' mind to other possible ways of looking and evaluating things”.

Graddol (1997) states that” technology lies at

the heart of the globalization process; affecting education, work and culture. The use of the English language has increased rapidly after 1960. Presently, the role and status of English is that it is the language of social context, political, sociocultural, business, education, industries, media, library, communication across borders, and key subjects in curriculum and language of imparting education". It is a compulsory subject in the school curriculum in Nigeria from kindergarten to tertiary education in Nigeria without a credit pass candidates are deprived of admission into universities. All examination bodies in Nigeria from the colonial era to date: London G.C.E, WAEC, NECO, NABTEB and UTME test their candidates in English language and these examination bodies emphasize the development of the four skills: listening, Speaking, Reading and Writing.

The study considers the use of technology to help learners of English to make a success in their learning endeavors with brainstorming strategy. Based on the rapidly changing evolution of computer technology, it is important for English Language teachers to integrate computer technology into their curriculum design for helping students to acquire foreign or second language easily and to enhance their own teaching performance as well.

Graham, Bruch, Fitzgerald, Friedrich, Furgeson, Greene, Smith & Wulsin (2016) opine that to actualize the vision for teaching writing and to have huge success that the methods of teaching must be well proven in order to have the optimum successes. They agree that some evidence-based writing practices have been applied effectively but still found out there is need to take caution in application of such procedures for it is not always certain to succeed every time. So, the teacher's choice is very important for the method of teaching and how relevant the method suits the topic to be taught. This is also applicable in teaching essay writing among second learners of English Language (L2). This is the justification for this study to make use of brain stormy strategy and permitting the students to make use of their phones to access the internet as much as they have data on their phones.

Peregoy and Boyle (2012) conducted a study on how technology can help to improve learner's skill in reading and writing skills. The results of the study clearly reveal that learners' reading and writing skills are enhanced with the use of technology tools since they are user-friendly and it aids learners to learn better unlike traditional teaching methods because the Internet provides a favorable learning environment. It also encourages another platform for students who have good quality access to the teaching learning process.

Toshiya (2015) cites Baroudy "The purpose of brainstorming is to help student-writers free their thoughts, breakdown mental block; the feeling one gets when/he/ she does not know what to write about, opening students' mind to other possible ways to looking and evaluating things (Braoudy, 2008 p.8)" In the same vein, Toshiya cites Scott.2006 that brainstorming elucidates students' ideas in preparing them before they write a paper. After brainstorming, students are able to differentiate issues in writing they possess and learn how to separate them for improvement in those areas.

Rao (2007) attests that group brainstorming is better and more effective than individual brainstorming. Interaction among the students and teacher is a good advantage and of great importance as it promotes use of brainstorming skills. It aids activation of their thinking skill and ability to create ideas in their group unlike brainstorming alone. It also helps them to be in a security zone of comfort in developing new, creative ideas.

Toshiya (2015) confirms that writing is a difficult process for non-native speakers (indigenes) that are learners of English in their countries. He affirms the need for teachers to make use of a variety of techniques to enhance writing skills in acquisition of learning a second language. It is affirmed that brainstorming immensely helps the learners to develop English skills and writing of essays. Students' exposure encourages them to access lots of information about the topic they are to write on as their brains are well activated in brainstorming. Also, students' anxiety for mental blocking is reduced or totally ameliorated. Students develop

composition skills and they are able to prepare quality, logical, meaningful and presentable paper.

Furthermore, Toshiya (2015) investigated a study on the use of brainstorming strategy on eighty students both male and female in university of Jordan. There were two groups consisting of one experimental group and a control group. The experimental group was taught with brainstorming strategy while the control group was in the conventional method. There was a significant effect of better performance of students taught with brainstorming strategy over those that were taught with conventional methods in the control group. This implies that brainstorming strategy is a good strategy to enhance writing skills. It also promotes interaction among students.

Soheila & Arezoo (2018) investigated a study on "Brainstorming Strategy and Writing Performance: Effects and Attitudes" Sixty Iranian advanced students of Sadra Language Institute in Yasouj were participants in the experiment considering the scores in Nelson Test of English Language Proficiency involving male and female. There were two groups: experimental and control groups. The experimental group was impacted with brainstorming strategy while the control group was not available to be exposed to brainstorming strategy. The study reveals that administering a brainstorming strategy properly and in a systematic order will significantly enhance better achievement of students' writing performance. Contrariwise, the researchers expressed surprise that language teachers are not accessing brainstorming strategies in teaching their students to enjoy the advantages and every benefit associated with it.

Fatami and Qaviketf (2014) conducted a study on two types of brainstorming strategies to test the writing ability of EFL learners from the Language Institute in Iran. There were two experimental groups for each of the brainstorming strategies and one control group that was not exposed to any strategy but taught with the traditional method. The experimental groups performed better in their post-test than they did in pre-test. The students in the

experimental group performed better in their writing skills. In addition, the strategies aided the students to boost their confidence in writing and they are at advantage of being more active in the learning process. The strategies make their learning to be learner centred instead of teacher centred dominating the teaching learning process in the classroom.

Madian, Aziz and Mayat (2016) investigated a study on the effect of brainstorming technique on essay writing in Iran. The study reveals the effectiveness of brainstorming techniques on the students' writing ability. In the same vein, KhalafIbnian (2011) attests to how advantageous brainstorming helps in the development of organisation and application of punctuation marks (mechanics) in writing. Furthermore, Maghsouch and Hirian (2013) examined a study on the effect of brainstorming strategy on writing ability of EFL learners in Iran consisting of two groups: experimental and control. It was discovered that those taught with brainstorming strategy excelled more than those in the control group.

Writing Skill

According to Aje (2018) there are four major language skills. The word 'skill' means the ability to do something very well perhaps as a result of practice. The four language skills are: listening, speaking, reading and writing. Writing is the activity of creating pieces of written works, such as letters, stories, poems or articles. It is the fourth language skill and the highest level reserved for literates. Writing is permanent and reliable. The information recorded cannot be easily destroyed or denied. Listening is a receptive skill. In the same vein, Writing on the other hand, deals with the graphical representation of a person's thoughts, ideas, feelings and imaginations in print or electronic forms. As an important learning tool, no learner successfully learns *w i t h o u t* scribbling something on paper either as feedback or materials for reading at a later time. (Lorena 2015; Ofodu & Oso, 2017).

Vijagalakshmi (2019) cites Dr.A.P.J. Abdul Kalam, 2003,(Former President India).

“Technology and knowledge would play an important role in value-addition to our core competence of natural and human resources, a must for achieving our vision of 2020 that is of sustained development”

Rahel (2013) explains that writing provides physical evidence of learners achievement and measures his or her improvement. Writing provides a variety of procedures during the teaching and learning process in classrooms. Writing does not just consist of a graphic representation of speech but a structured pattern of thoughts development and a good presentation. It helps to solidify the ability to develop vocabulary, structure and complements other language skills. The learner is able to translate, abbreviate and develop writing skill gradually. Through writing skill, the learner is able to write sentences, form paragraphs, write essays and eventually write chapters and develop writing skill to be an expert in any field of study. He is able to adhere to rules that guide formation of sentences and have meaningful write ups at different stages of life. It is through writing that a writer puts his idea to the whole world. Your writing represents your personality. Writing seems to be the hardest of the skills. In the same vein, Asaro- Sadler(2014) affirms that writing is an essential skill and stands as one of the yardsticks to evaluate students' learning outcome and it reveals their success in other academic pursuits. Through writing students exhibit knowledge acquired and other skills learnt in any aspect or course of study.

Huda (2014) citing Pennington, Stanhoff Gibson and Bello (2012) affirm that writing is not an easy task because it combines other skills to be well mastered by the writer to reflect good writing skills. Also, a combination of skills of writing is mainly used to influence the readers' behavior, feelings and attitudes towards a piece of writing known as technical function. It is very germane for writers to write, attract and impress their readers and encourage them. It implies that good write up can aid readers' interest in reading while poor writings discourage readers

Huda (2014) investigated a study on “Amelioration of Students with Autism and

Spectrum Disorders writing: The Usage of Electronic Journals”. The study reveals that through the use of electronic programs and technological applications aids the students' writing skills and those with disabilities. Through technology, students are not stereotyped to the four walls of classroom learning. They can learn from home as they are online. He encourages that intervention of online forums, computer based materials or programs, I pad's, apps, are important tools to ameliorate individuals' writing skills. In the same vein, Laraib, Syeda and Shelina (2013) did a study enhancing students' creative writing skills: An action research project. The result revealed that the post test is better than the pre-test. The students increase more in vocabulary development, spellings, creativity and grammar structure. The intervention made the students experience better improvement generally in all the activities they are exposed to.

Laraib et al (2013) citing Casewell (2008), Ozbell (2006) and Smith(2005) identify five stages of the writing process. They are: Pre-writing, drafting, editing and publishing. Through writing students and learners are able to express their thoughts, knowledge and feelings during the learning process. It is obvious that the students become better writers as they are more engaged in the writing process. So, to learn writing or to improve one's writing skill, the person should write more and more. Practice makes perfection. In the same vein, Oyetunde and Muodumogu (2011) affirmed that there are five steps for writing a piece. The writing process consists of five steps: pre-writing is to develop and create, rough draft, revision, editing and publishing. Also, the essence of writing skill is to guide students or learners to both develop and create interest in writing as a habit.

Statement of the Problem

Use of English is a compulsory course of study for every student at Ordinary National Diploma part one (ND1) I in the Polytechnics. Many of the students usually scored low marks in the essay writing aspect in tests and examinations.

Any student that fails Use of English I will repeat the course in the next academic session. 60% of the students that have carried over in the Polytechnic are on Use of English or Communication in English. This poor performance is of great concern to lecturers. Also, students with poor writing skill have issues in answering questions correctly and accurately. This recurrent failure has been attributed to an inappropriate teaching method which is not bringing out good success to both the teachers and the learners in the teaching-learning process.

Research Hypotheses

The following null hypotheses were postulated and tested for the study:

1. There is no significant difference between the performances of students taught with internet based brainstorming strategy and those in the control group.
2. There is no significant difference between the performance of students taught with Internet Access and those without internet access when taught with Writing Skill Package.

Methodology

The design employed for the study was Quasi-experimental which involved pre-test, treatment and post-test. There were two groups experimental and control. The population consisted of all students in the School of Business Studies in The Federal Polytechnic, Ado-Ekiti, Ekiti State. There are eight departments in the school of Business. Students in the ND I Accountancy Department and NDI Purchasing Supply Department were involved in the research. One department was used for experimental and another one for control group. Purposive sampling technique was used to have intact classes so there will not be disruption of lectures. There were 102 students from the two departments. When the intervention was taking place in the Experimental group, the Control Group were taught by their lecturer in their normal conventional method unlike the Experimental group that was exposed to

Internet based Brainstorming Strategy and Writing Skill Package (WSP) during intervention. The students were allowed to brainstorm among their mates and this enabled them to have a conducive environment to interact and made the teaching to be more student-centered. They were able to access the internet on their own and it makes the class student friendly. The intervention took place in the school during regular classrooms. In order to carry out the research work effectively, one research instrument was designed for the research.

Writing Skill Performance Test (WSPT) was prepared by the researcher. The face and content validity of the instruments were carried out through the assistance of the researcher's Head of Department of General Studies and other language experts in School of Business Studies and experts in Mathematics and Statistics Department of the School of Science, The Federal Polytechnic, Ado-Ekiti. Thorough scrutiny of the instrument was carried out and necessary corrections were effected before the instrument was adjudged valid for the study.

Essay writing questions are given to test content, organization, expression and mechanical accuracy level of the students. There are two types of scoring method in scoring students in essay writing, holistic and analytic scoring. Analytic scoring is used in this study to mark students essay writing. Analytic scoring separates scores and allocates into different components and features like content, it deals with appropriateness of title, organization has to deal with cohesion of writing and unity of paragraph, choosing and using of words with accurate precision, correct use of grammar as it relates with tense and spellings, punctuation are under mechanics. All these are taught the students during this study. The performance test aimed at measuring the learners' academic performance in writing skill before and after instruction in writing skill performance test. The results were collated.

Writing skill Performance Test

1. Write an essay on the topic "Make hay while the sun shines"

- Describe an event that is most celebrated in your local government.

the post-test was administered at the expiration of the sixth week. Scores were allocated accordingly for analysis using appropriate statistical tools. The test-re-test method was used to establish the reliability of the instrument.

Writing Skill Package (WSP)

The instructional package was drawn from the (Use of English I) course outlined by National Board for Technical Education (NBTE 2004) National Diploma (ND) vocabulary development, good construction of sentences, paragraphing with the use of brainstorming and internet access.

The experiment lasted for six weeks and after

Results

Question 1

Will Internet based Brainstorming Strategy writing enhance the performance of students?

Table 1: Mean scores and Standard Deviations on Students' performance before and after being exposed to

| Group | N | Pre-test | | Post-test | | Mean Difference | Ranking |
|--------------|-----|----------|------|-----------|------|-----------------|-----------------|
| | | Mean | SD | Mean | SD | | |
| Experimental | 62 | 9.16 | 1.68 | 25.24 | 3.21 | 16.08 | 1 st |
| Control | 40 | 9.57 | 1.39 | 11.42 | 2.24 | 1.85 | 2 nd |
| Total | 102 | 9.32 | 1.58 | 19.82 | 7.36 | | |

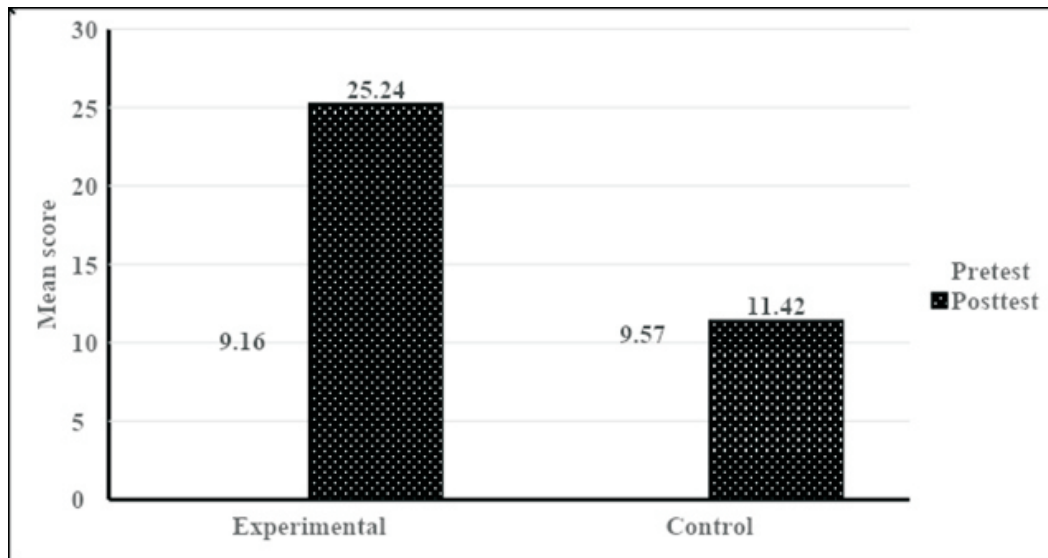


Figure i: Mean scores on Students' performance before and after being exposed to Internet based Brainstorming Strategy

The results on Table 1 and Figure 1 indicate improvement in students' performance when taught with Internet based Brainstorming

Strategy. They had higher posttest mean score of 25.24 than those in the control group with a mean score of 11.42. This implies that teaching students with Internet based Brainstorming Strategy will enhance their performance.

Question 2

What is the moderating effect of internet accessibility on the performance of students exposed to Writing Package Skill based on Accessibility to Internet?

Table 2: Mean and Standard Deviations on the Performance of Students Exposed to Writing Package Skill based on Accessibility to Internet

| Group | N | Pre-test | | Post-test | | Mean Difference | Ranking |
|----------------------|----|----------|------|-----------|------|-----------------|-----------------|
| | | Mean | SD | Mean | SD | | |
| Without internet | 14 | 8.50 | 2.14 | 22.14 | 3.70 | 13.64 | 2 nd |
| With internet access | 48 | 9.35 | 1.50 | 26.15 | 2.42 | 16.80 | 1 st |
| Total | 62 | 9.16 | 1.68 | 25.24 | 3.21 | | |

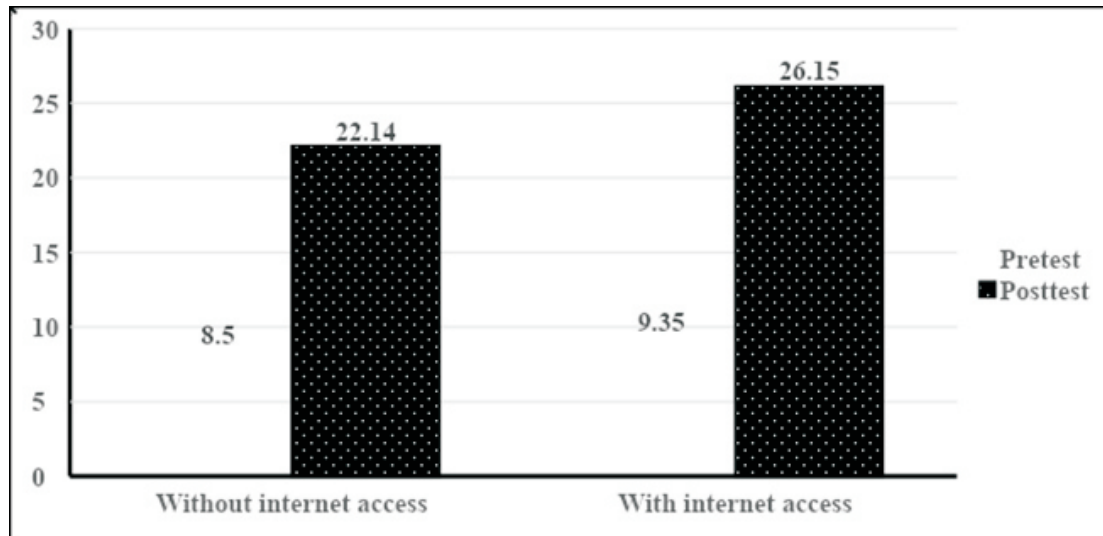


Figure ii: Mean scores on the Performance of Students Exposed to Writing Skill Package based on Internet Accessibility

Table 2 and Figure 2 present the performance of students taught with Writing Skill Package with and without internet access before and after being exposed to Writing Skill Package. The result shows that students with internet access had higher posttest mean score of 26.15 than

those without internet access with a mean score of 22.14. This implies that students' access to internet will enhance their performance.

Hypothesis 1

There is no significant difference between the performances of students taught with Internet based Brainstorming Strategy and those in the control group

Table 3: ANCOVA showing the effect of Internet based Brainstorming Strategy on students' performance

| Source | SS | Df | MS | F | P |
|---------------------|-----------|-----|----------|---------|------|
| Corrected Model | 4641.680 | 2 | 2320.840 | 279.129 | .000 |
| Covariate (Pretest) | .003 | 1 | .003 | .000 | .986 |
| Group | 4566.012 | 1 | 4566.012 | 549.157 | .000 |
| Error | 823.143 | 99 | 8.315 | | |
| Total | 45548.000 | 102 | | | |
| Corrected Total | 5464.824 | 101 | | | |

***p<0.05**

Cursory look at Table 3 shows that the computed F-value (549.157) with degrees of freedom 1 and 99 was statistically significant at p<0.05 level of significance for the groups. The null hypothesis is rejected; implies there is significant difference between the

performances of students taught with Internet based Brainstorming strategy and those in the control group. The mean difference among the estimated marginal means of the groups, after correcting for the other effects in the model is presented in Tables 4.

Table 4: Estimated Marginal Means based on adjustment for covariates

| Group | Mean | Std. Error | 95% Confidence Interval | |
|--------------|--------|------------|-------------------------|-------------|
| | | | Lower Bound | Upper Bound |
| Experimental | 25.242 | .367 | 24.513 | 25.971 |
| Control | 11.424 | .458 | 10.515 | 12.333 |

Table 4 shows that students taught with Internet based Brainstorming Strategy had a higher estimated marginal mean score of 25.24 than their counterparts in the control group with an adjusted mean score of 11.42. This implies that the use of Internet based Brainstorming Strategy constitutes an effective instructional strategy for enhancing the performance of students.

Hypothesis 2

There is no significant difference between the performance of students taught with Internet Access and those without internet access when taught with Writing Skill Package.

Table 5: ANCOVA showing students' performance in the Writing Skill Package group based on internet access

| Source | SS | Df | MS | F | P |
|---------------------|-----------|----|---------|--------|------|
| Corrected Model | 180.492 | 2 | 90.246 | 11.915 | .000 |
| Covariate (Pretest) | 6.815 | 1 | 6.815 | .900 | .347 |
| Internet Access | 180.418 | 1 | 180.418 | 23.820 | .000 |
| Error | 446.879 | 59 | 7.574 | | |
| Total | 40131.000 | 62 | | | |
| Corrected Total | 627.371 | 61 | | | |

* $p < 0.05$

Table 5 shows that the computed F-value (23.820) with degree of freedom 1 and 59 was statistically significant at $p < 0.05$ level of significance for the groups. The null hypothesis

is rejected; implying that there is significant difference between the performance of students with internet access and those without when taught with Writing Skill Package.

Table 6: Estimated Marginal Means based on adjustment for covariates

| Internet Access | Mean | Std. Error | 95% Confidence Interval | |
|-------------------------|--------|------------|-------------------------|-------------|
| | | | Lower Bound | Upper Bound |
| Without Internet Access | 22.008 | .749 | 20.509 | 23.507 |
| With Internet Access | 26.185 | .399 | 25.386 | 26.984 |

Table 6 shows that students with internet access on exposure to writing skill package had a higher estimated marginal mean score of 26.185 than their counterparts without internet access that were taught with the writing skill package

with an adjusted mean score of 22.008. This implies that accessibility to internet will enhance the performance of students taught with writing skill Package better than those that were not.

Discussion

The study revealed that there is a significant difference between the performances of students taught with Internet based Brainstorming Strategy and those in the control group that were not. This shows that the students taught with Internet based Brainstorming Strategy performed better than those that were not. The students were first given an essay topic to write on in which there was no treatment or teaching in the form of assistance given. This is taken as the pre-test. The essays written by the students were marked and recorded. The experimental group was later taught for six weeks and the same test was repeated. The experimental group performance exceeds that of the control group because of the treatment they received in Internet based brainstorming strategy and the writing skill package that they were exposed to for six weeks.

The writing skills taught include vocabulary development, types of sentences, developing paragraphs and writing essays using brainstorming and accessing the internet for assistance as occasion demands. The researcher believes that the performance of the experimental group is better than that of the control group because of the treatment they were exposed to for the six weeks. This indicates that the Internet based Brainstorming strategy that the students were exposed to helped the students to improve on their writing skill. This is also in line with the study of Soheila & Arezoo (2018) who investigated a study on "Brainstorming Strategy and Writing Performance: Effects and Attitudes" The study reveals that administering of brainstorming strategy properly and in a systematic order will significantly enhance better achievement of students writing performance. This indicates that teachers should be empowered by innovative teaching strategies to improve upon writing skills of students.

This also shows that the teachers should not just direct students to write essays without equipping them with the writing skill package. This was affirmed by Laraib et al (2013) citing Casewell (2008), Ozbell (2006) and Smith(2005) that through writing students and

learners are able to express their thoughts, knowledge and feelings during the learning process. It is obvious that the students become better writers as they are more engaged in the writing process. So, to learn writing or to improve one's writing skill, the person should write more and more. In the same vein, Laraib, Syeda and Shelina (2013) carried out a study and the result revealed the students increase more in vocabulary development, spellings, creativity and grammar structure. The intervention made the students experience better improvement generally in all the activities they were exposed to.

The study reveals that the experimental group also performed better than the control group because they are able to have access to the internet. This implies that accessibility to the internet will enhance the performance of students. This is also corroborated in the study carried out by Peregoy and Boyle (2012) who conducted a study on how technology can help to improve learner's skill in reading and writing skills. The results of the study clearly reveal that learners' reading and writing skills are enhanced with the use of technology tools since they are user-friendly and it aids learners to learn better unlike traditional teaching methods because the Internet provides a favorable learning environment. It also encourages another platform for students who have good quality access to the teaching learning process.

Conclusion

Based on the findings of this study, it was concluded that the Internet based Brainstorming strategy was of great influence and importance to the students so as to excel in skill writing. There is no end to knowledge acquisition and new discoveries create awareness which introduces changes in the life of scholars. The internet based Brainstorming Strategy is a new innovation to teach students. Also, combining brainstorming with the internet motivates students to interact among themselves and to make learning to be in a relaxed mood. Also, the Writing Package Skill really helped the students in the experimental group to perform better than

those in the control group that were not taught with the package.

Recommendations

Recommendations based on the findings of the study, are as follows:

1. English language teachers should employ the use of Internet based Brainstorming Strategy in their lessons to encourage the students to be actively involved in the teaching and learning process.
2. English language teachers should endeavour to make use of Writing Skill Package to teach their students.
3. Workshops, seminars and conferences must be regularly attended by teachers focusing on teaching of writing skills from time to time to learn innovative strategies to teach their students.
4. Internet accessibility should be paramount for the leaders in our different institutions for good use by teachers and students.
5. Quality and control assurance committee should be in place to supervise the teaching of writing skills.

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Theoretical Foundations of the Task Based Language Teaching (TBLT)

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Abstract

This paper examined some of the theories that underpin Task-based Language Teaching (TBLT), which focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Theories such as: constructivism, experiential learning theory, social cultural theory, Hyme's communicative competence, Canale and Swain's communicative competence, Krashen's hypotheses and Communicative Language Teaching (CLT) methodologies are central to TBLT. It developed in reaction to a number of inadequacies of the conventional Presentation, Practice, Production (PPP) approach. TBLT is an educational framework for the theory and practice of teaching second or foreign languages. It is recommended among others that language teachers should employ TBLT in the classroom as it is a teaching method that is backed by learning theories, second language acquisition theories and communicative language teaching methodologies.

Keywords: Theory, Language Teaching, Task based Language Teaching (TBLT), Tasks.

Introduction

The language teacher, though not a theoretician, usually depends on the research done by linguists, psycho-linguists, socio-linguists and psychologists. These theories which eventually lead to methods help the teacher to create techniques to teach a second or foreign language in the classroom effectively. Thus, language theories and learning theories guide the language teacher to select and follow an approach to the teaching of any new language.

The history of language teaching has been characterized by a search for more effective ways of teaching second or foreign languages. It began with the grammar translation method, to the direct method and then the oral and situational language teaching. The criticism levelled against a previous method, eventually led to the birth of the next method. None of these methods was backed by either a linguistic theory or a learning theory. The first method to be backed by both a learning theory (behaviourism) and a linguistic theory (structuralism) is the audio-lingual method. According to Richards and Rodgers (2012), "The emergence of the Audiolingual Method resulted from the increased attention given to foreign language teaching in the United States towards the end of the 1950s" (p. 53).

Audiolingualism as it is also called, reached its peak in the 1960s and was applied both to the teaching of foreign languages in the United States and to the teaching of English as a second language. However, it was criticized on two fronts. Firstly, on the theoretical foundations which resulted from changes in American linguistic theory spearheaded by the MIT linguist Noam Chomsky, who rejected the structuralist approach to language description, as well as the behaviorist theory of language learning. Secondly, language specialists found that the practical results fell short of expectations because students were found to be unable to transfer skills acquired through Audiolingualism to real communication outside the classroom (Richards and Rodgers, 2012)

Task-based language teaching is a method in the Communicative Language Teaching Approach, which encourages the use of authentic language in the classroom to arrive at an outcome. Its objective is to provide learners with a natural context for use. In other words, it develops the learners' communicative ability. Task-based Language Teaching (TBLT) *makes reference to a teaching method, which basis is on the use of tasks as the core unit of planning and instruction in language teaching. This approach focuses on the use of authentic language and on asking*

students to do meaningful tasks using the target language (Richards & Rodgers, 2012).

According to Willis (1996); Willis and Willis (2012), at the beginning of a Task-based lesson, teachers and students work together, later in the lesson, the students are assisted to figure out the language they are learning so that they learn effortlessly; the situation and topic establishes the task to be performed. When finally the students get to the language focus phase, they would have been conversant with the language; learners increase their awareness in the course of engaging on language focus exercises that motivates them to think and to analyze. The listening and reading skills provide students with a variety of experiences in the use of natural language. The experiences consist of a series of words, collocations, lexical phrases and patterns in addition to pre-selected language forms. Students are at liberty to enquire on the subject of whichever part of language they observed. The essence is from fluency to accuracy and a combination of fluency and accuracy; and all four language skills of listening, speaking, reading, and writing are logically combined.

TBLT is based on a number of theories among which are constructivism, experiential learning theory, social cultural theory, Hyme's communicative competence, Canale and Swain's communicative competence, Krashen's hypotheses and Communicative Language Teaching (CLT) methodologies. It evolved in response to some limitations of the traditional Presentation, Practice, Production (PPP) approach (Long & Crookes, 1991; Ellis, 2014). The different theories will be explained in relations to their contributions to TBLT on in this paper.

Constructivist Learning Theory

Constructivism is both a philosophy of knowledge and a learning theory (Fosnot, 1996; Steffe & Gale, 1995) -- based on observation and scientific study -- about how people learn. Constructivism focuses on how learners construct their own meaning. According to constructivists, learners ask questions, develop

answers and interact and interpret the environment. By doing these things, they incorporate new knowledge with prior knowledge to create new meanings. The theory posits that learners construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When the learner encounters something new, he or she reconciles it with his or her previous ideas and experience, maybe changing what he or she believes, or maybe discarding the new information as irrelevant. As active creators of their own knowledge, learners must ask questions, explore, and assess what they know. Although Constructivism is based on cognitive psychology, its history goes back to the Socratic Method, but its formalization is generally attributed to Jean Piaget (Matthew, 1998).

In the classroom, the constructivist view of learning points towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. Teachers whose methods are based on Constructivism encourage students to constantly assess how the activity is helping them gain understanding (Alam, 2017).

By questioning themselves and their strategies, students in the constructivist classroom ideally become "expert learners." This gives them the tools to keep learning. With a well-planned classroom environment, according to Alam, 2017, the students 'learn how to learn.' The constructivist teacher provides tools such as problem-solving and inquiry-based learning activities with which students formulate and test their ideas, draw conclusions and inferences, and pool and convey their knowledge in a collaborative learning environment. Constructivism transforms the student from a passive recipient of information to an active participant in the learning process. Always guided by the teacher, students construct their knowledge actively rather than just

mechanically ingesting knowledge from the teacher or the textbook. This is the main focus of the Task-based language teaching. Constructivism makes learners become engaged by applying their existing knowledge and real-world experience, learning to hypothesize, testing their theories, and ultimately drawing conclusions from their findings.

Experiential Learning Theory

The experiential learning theory of Kolb takes a comprehensive angle which incorporates experience, perception, cognition, and behaviour (Klob, 2015). Social and constructivist theories of learning are the basis on which experiential learning theories are built. In this learning theory, experience is at the heart of the learning process. "Experiential learning has diverse roots in a range of disciplines from social psychology, humanistic education, developmental education, and cognitive theory" (Nunan, 2012, p.12). Kolb (1984) suggests that "learning is the process whereby knowledge is created through the transformation of experience" (p. 38). Intellectual growths of learners take place while they are engaging in and reflecting on sequences of exercises. This theory like the constructivist theory captures the process of learning by doing, (a basic tenet of Task-based method), which contrasts with a 'transmission' of the traditional teaching method, where the "learner remain passive while acquiring knowledge from the teacher" (Nunan, 2012). The experiential learning thus emphasises that learning is about meaningful in-day-to-day living which leads to an adjustment in learner's comprehension, aptitude, beliefs, skills, values, behaviour and world view.

Socio-cultural Theory

The origin of Socio-cultural Theory (SCT) can be traced to the psychologist L. S. Vygotsky, a Russian and his colleagues. It is the basis of social constructivism which views each learner as a unique individual with unique needs and background (Wertsch, 1997). Like constructivism and experiential learning, social

constructivism also posits that when learners are engaged in challenging tasks, they are able to function in their environment at the end of the learning process. Thus, learners tend to take ownership of the learning or problem – solving process and also of the problem itself (Graves, 1983). The two main principles of Vygotsky are the More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD). The assertion of this theory is that individuals learn when they interact socially with others which occurs within the Zone of Proximal Development (Z. P. D.), which he defines as

The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978, p.86).

The MKO could be a peer, a teacher, a parent, a computer and even a textbook that is endowed with more knowledge of a domain, topic or subject than the learner. Vygotsky suggests that with assistance, learners will develop into independent thinkers. The buds or flowers develop through their interactions which occur in the classroom within the Zone of Proximal Development [ZPD]. Vygotsky believes that human behaviour and cognitive development occur both in and through activity with other people. In other words, through the interaction with a more knowledgeable other, the learner acquires skills and knowledge that he would not have been able to acquire on his own. The learner is given scaffold by the MKO, which is gradually dismantled so that he or she can move from his or her present level of ability to a higher one. Scaffold is the systematic layers of assistance given by the MKO to the novice. The major object of the MKO assisting the learner is for learner autonomy; as Vygotsky (1978) puts it, what the learner can do today only with assistance, he or she will do independently tomorrow. Scaffolding as a term did not

originate from Vygotsky, but from three of his followers: Wood, Bruner and Ross in their article of 1976. It has gained a lot of popularity since it was first used. Vygotsky's popular explanation is thus:

Any function in the child's cultural development appears twice, or on two

planes. First, it appears on the social plane, and then on the psychological plane. First it appears between people as an interpsychological category, and then within the child as an intrapsychological category... Social relations or relations among people genetically underlie all higher functions and their relationships. (Vygotsky, 1981, p.163).

Most theories of second language learning are based on Behaviourism and Cognitive processes, at the expense of the social context (Osa-Omoregie, 2017). Socio-cultural theory emphasizes the social interaction that takes place between peers and teachers and learners which is implemented in a Task-based classroom during second language learning. A socio-cultural theory of second language learning impact on second language learners' higher mental functions.

Theory of Communicative Competence

Communicative competence is a theory that attempts to comprehend the capability of individuals to adequately impart meaning from texts (any spoken or written discourse) within given contexts. In linguistic circles, four components of the individual's capability are: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. The notion of communicative competence was coined in 1972 by Hymes as a reaction against the notion of linguistic competence popularised by Chomsky (1965), but which is now considered an aspect of communicative competence.

The concept of communicative competence has enjoyed increasing popularity among linguists, psycholinguists and language teaching specialists and has to a large extent influenced the teaching and learning of English; practice and methodology. From current indication, it will continually be an essential theory in the teaching and learning of English. Linguists have accepted the concept and have been explaining, investigating and developing it. Individuals use much more than just words when they use language (grammatical competence). For conversation to be successful, the speakers will not only know the grammar of that language but must also be able to use the language to capture the essence of the situation (sociolinguistic competence). Individuals also should be able to interpret the information they hear, comprehend meaning based on the words used in the text (discourse competence). Finally, they should be able to employ a range of techniques to aid them to repair communication breakdown, maintain communication, initiate communication and terminate communication (strategic competence).

Hymes (1972) presupposes that second language learners apart from knowing the linguistic knowledge of the target language, should also know the culturally acceptable ways of interacting in the target language with others in different situations and relationships. His theory of communicative competence (1972) consists of the interaction of grammatical, psycholinguistic, sociolinguistic, and probabilistic language components. Hymes (1972) faulted Chomsky's definition of linguistic competence and instead introduced the term *communicative competence* so as to broaden Chomsky's definition of competence beyond the knowledge of tacit grammatical rules. Hymes's functional view of language differs from Chomsky's structural view of language. Hymes (1972) rejected Chomsky's (1965) 'fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations)' (p.4), to expand Chomsky's definition of competence beyond the

knowledge of tacit grammatical rules. He questions Chomsky's definition of performance, specifically its inability to distinguish

- (1) (underlying) competence v. (actual) performance and
- (2) (underlying) grammatical competence v. (underlying) models/rules of performance. (Hymes 1972, 280).

According to Hymes, Chomsky does not make clear whether performance should be viewed as "the actual use of language in concrete situations" (Chomsky 1965, 4) or as the underlying rules (that is, states or abilities) of performance not yet realized in the actual performance. Hymes (1972) calls these underlying rules of performance *ability for use*, which he places within his new model of communicative competence. He defines *ability for use* as "Noncognitive factors, such as motivation, courage, gameness, gallantry, composure, presence of mind, dignity, stage confidence, capacities" (Hymes 1972, 283). Thus, Hymes's communicative competence is "dependent upon both (tacit) knowledge and (ability) for use" (282). This tacit knowledge includes both grammatical competence and sociolinguistic competence.

According to Chomsky

Linguistic theory is concerned primarily with an ideal speaker listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance (1965, p.3).

Chomsky called the idealized capacity for language production a speaker's *competence* and the actual language produced the speaker's *performance*. Performance, according to Chomsky, rarely realizes the idealized possibilities of which a speaker is capable. Chomsky uses the terms 'grammaticality' and 'acceptability' in order to elaborate his notions of Competence and Performance. According to

him, Competence is concerned with 'grammaticality' of language and 'acceptability' is the sole concern of Performance.

In opposition to Chomsky, Hymes argues that the consideration of the socio-cultural aspects in any study of language use is imperative. Hymes (1972, p.278) stated that "there are rules of use without which the rules of grammar would be useless" (p. 278). In contrast to Chomsky, Hymes claimed that when a child acquires his or her native language, the child acquires "knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner" (Hymes, 1972, p.277). He calls this ability to use the grammatical rules that are appropriate to a given social context *sociolinguistic competence (the ability to apply social rules to language)*, which introduces the notion of a heterogeneous speech community and the notion of a heterogeneous speaker, as opposed to Chomsky's notions of a completely homogeneous speech community and an ideal, homogeneous speaker and listener. Following Hyme's introduction of the term, the field of research on communicative competence quickly expanded. Hymes expanded the definition of competence, arguing that there are several components of communicative competence, only one of which is grammatical knowledge. He increased the number of the parameters from two (Chomsky's Grammaticality and Acceptability) to four: Possibility, Feasibility, Appropriateness and Occurrence. He introduced them by suggesting four questions that an integrated theory of linguistics, communication, and culture (communicative competence) must be concerned with. These were:

Whether, and to what degree, something is formally *possible*

Whether, and to what degree, something is *feasible* in virtue of the means of implementation

Whether, and to what degree, something is *appropriate* (adequate, happy, successful) in relation to the

context in which it is used and evaluated

Whether, and to what degree, something is in fact *done*, or performed, and what its doing entails (Hymes, 1972)

Hymes (1972) asserts that first of all, in the broad theory of Competence all these judgments are systematically linked to produce and interpret actually occurring cultural behaviour, experience of the world, including the world in our minds, to describe events and states and the entities involved in them. Secondly, we all use language to interact with other people, to establish and maintain relation with others, to influence others' behaviours, to express our own viewpoint on things in the world, and to elicit or change that of others. Finally, we use language to organize our messages in ways which indicate how they fit in with the other messages around them and with the wider context in which we are talking or writing. Therefore, functional grammar, based on cultural and social contexts, is very useful for describing and evaluating how language can be used to write and speak more appropriately and effectively. Using functional grammar can help us to read more carefully and critically.

Canale and Swain (1980) expanded Hymes's theory into a theory of communicative competence for SLA. Their original second language communicative competence theory consisted of three components: grammatical competence, sociolinguistic competence, and strategic competence. In 1983, Canale added discourse competence to their original model.

In the four-component model, *grammatical competence* is defined as "knowledge of lexical items and rules of morphology, syntax, and sentence grammar semantics, and phonology" (Canale & Swain 1980, 29). It also include such areas as mechanics, pronunciation, and sound-letter relationship. This category of communicative competence has been traditionally associated with language learning. Their *sociolinguistic competence* is similar to Hymes's (knowledge of the rules of language use). Sociolinguistic competence involves

knowing what is expected socially and culturally by users of the target language. It describes an individual's ability to produce and understand appropriate utterances within a given context. Included in this domain is the use of speech acts, which are formulaic utterances, used in specific situations to achieve actions like thanking, greeting, requesting, responding, etc. This category also includes an individual's understanding of etiquette in a variety of social situations.

Strategic competence is defined as "verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence" ((Canale & Swain 1980, p.30). It is the ability of the learners to manipulate language in order to meet communicative goals. For example, a speaker who doesn't know the word "clothes lines" may describe it as the 'rope we hang clothes on to get dried' so that the listener can understand the speaker's intended meaning and supply the correct word.

Discourse competence is defined as knowledge of how to achieve cohesion and coherence in a text and is based on the work of Halliday and Hasan (1976). Discourse competence is concerned with inter-sentential relationships. It refers to an individual's ability to combine grammatical forms and meanings to create a unified text in different genres (written or spoken). In discourse, whether formal or informal, the rules of cohesion and coherence apply, which aids in holding the communication together in a meaningful way. In communication both the production and comprehension of a language require one's ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences.

Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is the most recent approach to language teaching that is a conglomeration of different methods. The theory underlying CLT is that the major

purpose of acquiring language is to use it for communication, while developing learners' communicative competence i.e learners' ability to communicate effectively. The origins of the Communicative Language Teaching (CLT) is the innovation in the British Situational Language Teaching of English as a foreign language and the American Audio-lingual method which were both based on behaviourism and structuralism (Richards & Rodgers, 2012). From the mid 1960's British and American linguistics started to challenge the ideology behind Situational Language Teaching and Audio-lingual method, which focused on practising basic structures at the expense of effective communication. The strongest voice was that of Noam Chomsky, who "demonstrated that the 'standard' structural theories of language were incapable of accounting for the fundamental characteristic of language - the creativity and uniqueness of individual sentences" (Richards & Rodgers, 2012, p. 153). This led to emphasis on the functional and communicative potential of language that were not the focus of other approaches to language teaching in the 1950s - communicative proficiency, which they felt was better than mere mastery of structures.

Theories of Second Language Acquisition

There are various [theories](#) and [hypotheses](#) in the field of [second-language acquisition](#) about how people learn a [second language](#). Second language acquisition theories were developed along the lines of first language acquisition theories. Over the past decades, studies in linguistics have focused on second language acquisition investigating how a second language is acquired, describing different stages of development and assessing whether second language acquisition follows a similar route to that of first language acquisition. These different theories and hypotheses of second language acquisition have also attempted to provide explanations as to how second language learning occurs, to identify the different variables responsible for the acquisition of second language and to offer guidance to second

language teachers. The theories and hypotheses include behaviourism, mentalism, acculturation, universal grammar hypothesis, comprehension hypothesis, Input hypothesis, interaction hypothesis, output hypothesis, sociocultural theory and connectionism. Only Krashen's input hypothesis will be considered in this study, as it is the one related to the study.

The most widely known, and cited, theory of second-language learning is Krashen's Monitor theory (Nunan, 2012). The theory is popular among United States second-language teachers, although it has been heavily criticized by some second-language researchers and theorists, 'to this day, they remain popular, widely cited and influential, particularly in North America' (Nunan, 2012, p.76). Krashen's theory of second language acquisition is made up five hypotheses, which are collectively known as monitor theory. The monitor theory established by him has been discussed intensively under the following hypotheses:

- the Acquisition-Learning Hypothesis,
- the Natural Order Hypothesis
- the Monitor Hypothesis
- the Input Hypothesis and
- the Affective Filter Hypothesis.

The Acquisition-Learning Hypothesis

The most important of all Krashen's hypotheses is the Acquisition-Learning Hypothesis. The claim in this hypothesis is that individuals acquire a second language through two processes – language *acquisition* and language *learning*. Language *acquisition* is a subconscious process where the learner uses language for communication but is unaware that he or she is learning a language. It is "picking-up" a language. It comes naturally and is comparable to the manner children learn their first language. It can also be described as implicit learning, informal learning, and natural learning. While language *learning* refers to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. It is also called "knowing about" a language, known to most people as grammar, or rules, formal knowledge

of a language, or explicit learning. Krashen believes that language acquisition is more important than language learning, so teachers should make language learning environment conducive and expose learners to rich input by engaging the learners to use language in authentic situation. This theory has implication for Task-based Language Teaching. "Time in the classroom should be devoted to opportunities for subconscious acquisition rather than conscious learning. Learners should be engaged in meaning-focused, communicative tasks rather than form-focused drills and exercises" (Nunan, 2012, p.77).

The Natural Order Hypothesis

The hypothesis claims that language learners seem to acquire grammatical structures in a predictable manner despite the sequence in which the teacher presents the grammar of that language, their first language notwithstanding. This order however, is not exactly the same for every learner. The variation is not in the extreme. The findings of Krashen (1982), suggests that in the classroom, the acquirer master progressive marker *-ing*, (She is playing volleyball), the plural marker, /s/ (two bags), before the third person singular marker /s/ (She drives a car) and the possessive /s/ (Paul's table). The implication of this hypothesis for Task-based Language Teaching, is that, teachers should arrange their lessons in such a way that simple concepts should be taught before difficult ones. Learners should be exposed to a lot of language input and given the opportunity to use the language.

The Monitor Hypothesis

This hypothesis claims that conscious learning play minimal role when learners are acquiring language. Conscious learning limits ones' ability to generate a lot of utterances, while subconscious learning can be used to generate a lot of utterances. Conscious learning serves as a Monitor, or an editor of utterances that have been acquired subconsciously. The monitor is difficult to use to edit our utterances. Language learners can use the monitor successfully only

after they have fulfilled three criteria. The criteria are:

1. Time: The learner has enough time to exercise the monitor. This means that the learner at every point in time, especially during conversation will think about rules before making utterances. This will make the conversation drab and artificial.
2. Focus on form: It will be difficult to be focused on form and being attentive to accuracy simultaneously. For the monitor to be used effectively, focus will be on form and attention to accuracy.
3. Know the rule: It is difficult for learners to meet up with this requirement. Linguistics has made us aware that only a fragment of the languages we know have been described because the structure of language is extremely complex. Text writers know fewer rules than linguists. Second language teachers teach only some rules in the textbooks. One can also be sure that learners will not remember all the rules they have been taught, neither can they always use the rules they remember. The implication of this hypothesis for Task-based Language Teaching is that in the second language classroom, the teacher should maximize opportunities for acquisition. Time for English class should be spent on meaning-focused tasks, while learners should be discouraged from monitoring their output.

The Input Hypothesis

According to this hypothesis, acquisition takes place when learners are exposed to words and expressions that they are familiar with and words that are a little above them. However, strange words should be used with other words that they are familiar with. This means words above the learners' mastery of the target language. The implication of this hypothesis for Task-based Language Teaching is that the skills of listening and speaking should precede the skills of reading and writing in the language class.

The Affective Filter Hypothesis

It is an imaginary screen that is influenced by emotional variables (anxiety, self-confidence, and motivation). When the affective filter is low, acquisition takes place but when it is high, it impedes acquisition of language. Research has shown that motivation, self-confidence and anxiety are different kinds of affective filters that affect acquisition of a second language. High motivation, high self-confidence and low anxiety tend to favour the acquisition of a second language. The implication of this hypothesis for Task-based Language Teaching is that the teacher should not be a fault finder but correct any mistake in love, so that the learners can take risk without being laughed at.

Conclusion

Task-based Language Teaching offers a change from the grammar practice routines through which many learners have previously failed to learn to communicate. It encourages learners to experiment with whatever English they can recall, to try things out without fear of failure and public correction, and to take active control of their own learning, both in and outside of the classroom. TBLT is an educational framework for the theory and practice of teaching second or foreign languages. The ideas underlying the approach are based on some theories of learning, theories of second language acquisition, theories of communicative competence and communicative language teaching methodologies. In particular, TBLT essentially grew from the communicative class teaching theory that aims to improve learners' communicative competence by focusing on students' language interaction. Constructivism focuses on how learners construct their own meaning. Always guided by the teacher, students construct their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the textbook. This is the main focus of the Task-based language teaching. Experiential learning theory like the constructivist theory captures the process of learning by doing, (a basic tenet of Task-based method). *Socio-cultural theory emphasizes the social interaction that takes*

place between peers and teachers and learners which is implemented in a Task-based classroom during second language learning. The theory underlying CLT is that the major purpose of acquiring language is to use it for communication, while developing learners' communicative competence i.e learners' ability to communicate effectively. The implication of Krashen's theory of second language acquisition for Task-based Language Teaching is that time in the classroom should be devoted to opportunities for subconscious acquisition rather than conscious learning; teachers should arrange their lessons in such a way that simple concepts should be taught before difficult ones; teachers should maximize opportunities for acquisition; the skills of listening and speaking should precede the skills of reading and writing in the language class and the teacher should not be a fault finder but correct any mistake in love, so that the learners can take risk without being laughed at. For the teacher, it may be true that the task-based language teaching is an adventure, it is also an effective language instruction that is worth trying.

Recommendations

Based on the theories discussed in this paper the following recommendations are made:

- (1) Language teachers should pay attention to the theories discussed in this paper.
- (2) Language teachers should employ TBLT in the classroom as it is a teaching method that is backed by learning theories, second language acquisition theories and communicative language teaching methodologies.
- (3) Language teachers should act as facilitators in the class, guiding the students and not as the teacher knows it all.

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Comparative Analysis of Language Policy Statements for Primary and Secondary Schools in West African Anglophone and Francophone Countries

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Abstract

The paper compared the policy statements on the mother-tongue, English, and French for primary and secondary school students in two Anglophone and two francophone countries using the descriptive survey research design. This was done with a view to determining the suitability of the policy statements vis-a-vis the linguistic needs of individual countries in West Africa as well as those of the continent as a whole. Four countries – Nigeria, Ghana, Republic of Benin and Togo – were purposively selected based on their proximity; relevant data were collected from official policy documents of the four countries. Content analysis was applied to the research inventory that was specifically designed for gathering information from the official policy documents in these countries. Findings revealed variations, more in some countries than in others, as well as some fundamental similarities and differences in the language statements of the four countries at both the primary and secondary levels, interestingly, among countries with similar micro-historical antecedents. The study concluded that certain factors, besides the much-acclaimed socio-cultural and socio-linguistic factors, seemed to affect language policy formulation efforts in these countries. Recommendations were made based on these findings.

Keywords:

Introduction

Language is indispensable to any society and effective language use begins with quality acquisition or learning of language either within or outside formal settings. There is no society without a language, with the norm being more than one. Many nations, particularly in West Africa, are multilingual with linguistic intricacies that have been unresolved so far. This tends to be a problem for language use in education; though it does not have to be if there is adequate planning, as multilingualism has its merits. Planning is essential to a viable multilingual programme and its implementation in any society, particularly in the formal sector. The language context in which several West African countries operates is complicated, with persistent unsatisfactory outcomes noted in some more than in others. An examination of what happens in some West African countries may be instructive, leading to better outcomes at both micro and macro levels.

Statement of the Problem

Incessant outcries of poor implementation of the

language policy in the National Policy on Education in Nigeria led to this study. What could be responsible for the haphazard implementation of this policy? The researchers are of the view that problems of implementation of language policies may not be unconnected with the policies themselves and that the issues could be overt as well as covert in nature. For example, the researchers observed that currently, francophone West African students seem to speak more words in English than Nigerian students do. What is in the policies of those francophone countries that enables their students to do so? Though multiple studies have been carried out on language policies and implementation (Adeyemi & Ajibade, 2017; Akowuah, Patnaik & Kyei, 2018; Ani, 2017; Obanya, 2018), they focus on policy at the level of individual countries. Currently, there is a dearth of comparative studies on language policies, particularly among Anglophone and francophone countries. That of Coleman (Ed.) (2013) provides data that could be used for such comparative analysis. The researchers believe that this comparative analysis

might give a more holistic perspective to the issue of language policy statements, open up areas that may enhance a more collaborative approach to policy formulation than the hitherto individual approach adopted which seems oblivious to a common West African history irrespective of micro-colonial antecedents; collaboration, as we know, is key to 21st century realities.

Specific Objectives

The specific objectives of the study are to:

- (a) compare the mother-tongue, English, and French language policy statements for primary and secondary school students in Nigeria, Republic of Benin, Togo, and Ghana; and
- (b) analyse the extent to which the mother-tongue, English, and French language policy statements for primary and secondary school students meet the linguistic needs of the selected countries.

Research Questions

Based on the objectives of this study, the following questions were answered:

1. What are the similarities and differences in the mother-tongue, English, and French language policy statements for primary and secondary school students in Nigeria, Republic of Benin, Togo, and Ghana?
2. To what extent do these language policy statements for primary and secondary school students meet the linguistic needs of the selected countries?

Review of Related Literature

Literature, in this study, focused on the multilingual language situation in West Africa and issues of language policy and planning in Anglophone and francophone West Africa.

Multilingualism in West Africa

In contemporary West Africa, multilingualism is common among the general populace, and colonial masters such as the French, English, and Portuguese also left their mark on the linguistic context of the region. There is an estimated number of 5,000 to 7,000 languages in the world and only about 200 independent states. This

implies that multilingualism is a global phenomenon with growing social importance. Multilingualism basically refers to the ability to use more than two languages. It involves using more than one language, to varying degrees of proficiency, among individuals and societies (Okal, 2014). Okal further explains that it signifies an individual's equal ability in the use of two or three languages. When discussed within the context of societies and nation-states that use more than one language in a variety of situations to varying degrees, multilingualism is the co-existence of more than one language in any given situation. Most Africans enjoy the use of several languages which in themselves are enriching *resources that enhance cognitive and communicative skills*. These language resources open the way to *education, advanced professional and vocational training, upward social mobility, and democratic participation* in issues of *national development*.

Generally, West African nations present an interesting case of multilingualism. This could be traced to the existence of local and indigenous languages in the continent before the arrival of the colonial masters. After independence, problems were observed between the co-existence of the local and foreign languages which, to date, have affected the multilingual climate in the region. Bianco (2010) explained that multilingualism is an inescapable and central element of cultural diversity, making a unique and irreplaceable contribution to human diversity. The long-term survival of a truly and extensively multilingual world is compatible with a world of communication and interaction. An education system that promotes multilingualism intending to assist learners to acquire high proficiency levels in local, regional, and international languages is an important educational resource.

Language Policy and Language Planning in West Africa

During the European colonial rule, definite language policies were enacted with far-reaching consequences for the literacy, economic and cultural development of modern West African societies. The language of education was the language of the colonial masters. By the time the West African countries gained independence, the

policy on medium of instruction had become a highly contested and debated issue. As a result, many post-colonial West African governments maintained the status quo and continued to use colonial languages as official languages. The colonial experience shaped and defined language policy development in post-colonial states, and the colonial practice of using West African languages only at the primary school level was maintained. At secondary and tertiary levels, colonial languages were used as the medium of instruction.

In post-colonial countries, colonial languages are positioned as languages of prestige whilst African languages remain devalued (Galloway and Rose, 2015). Speakers of African languages perceive the African languages as incapable of providing access to employment and opportunities in the job market. The issue of medium of instruction, especially at the primary school level in West Africa, has always been a major component of language policy (Ferguson, 2013). Most times, such choices are informed by political, economic, and ideological considerations as opposed to empirical and research findings. Despite the increased calls from educational professionals that early primary education and early literacy is most effectively conducted in a language familiar to the pupil, the continent has not yet overcome problems associated with the issue of language use in the early years of schooling – a major issue anytime there is discourse on language policy. A likely justification for this could be the universal acceptance of the importance of English and French languages due to globalization and information technology in contemporary society. This has constituted a stumbling block to functional language policies at the primary level of education in West Africa.

Language policies stipulate languages to be used for distributing knowledge at various levels of education. Such policies are encoded in mechanisms of language planning undertaken by governments, schools, and other institutional bodies. Policymakers and language planners in multilingual situations are confronted with diverse questions such as what languages should be developed and for what purposes and functions. Language policy formulation and language planning have some common features.

They both involve deliberate and organized efforts to solve language problems, which tend to have social, political, and economic connotations.

Linguistic Needs in the Four Countries

Several attempts have been made by the multilingual West African society to improve the language policy and practices in the continent. Despite these attempts, significant challenges still confront the continent and the issue of language use especially in the primary school is far from being resolved. More importantly, the strong wave of anti-colonial agitations of pre and early post-independence era represents one of the major forces that have marked the evolution of African language education policy.

The linguistic picture in the countries under review is expected to show the multilingual situation, issues around language in formal education as well as language use within and outside individual countries. Are these linguistic needs reflected in the policy statements of these countries? Policy statements reveal a recognition of the multilingual contexts in these countries; they show that English is the dominant language of formal education in Nigeria and Ghana while French is that of the Republic of Benin and Togo owing to their colonial history. However, while French is stipulated as a second official language and a language to be studied from primary four in Nigeria; in Ghana, French is merely listed as one of the subjects to be studied in the primary school without any information on when and for how long it would be studied. In the Republic of Benin and Togo, English is listed as a foreign, not an official, language which is akin to what operates in Ghana. How do these policy statements meet each country's linguistic needs as presented in this section? This paper will attempt to answer this question.

Literature is replete with studies on language policy (Adeyemi & Ajibade, 2017; Ajibade, Awopetu, Odejebi & Ajayi, 2020; Haque, 2011; Obanya, 2018). However, these studies are largely analytical, not comparative. This review has therefore revealed a gap in the area of comparative analysis of language policy statements generally and in Anglophone and francophone countries in particular. The present

study hopes to fill this gap as it will go a long way in assisting stakeholders in the educational sector to re-examine current language policy statements as a way of meeting the contemporary needs of each of the four countries and possibly the continent.

Theoretical Reviews and Framework

The historical-structural theory is a popular theory used in interpreting how language policy operates and is implemented in society. According to Taylor-Leech (2011), understanding the magnitude of the linguistic and educational challenge requires an understanding of colonial and recent history. Tollefson (2015) noted that the historical-structural theory examines the history of the social system within which language planning takes place. This theory assumes that language planning and policies are meant to maintain the socio-political and economic interests of the dominant groups, are mechanisms of social control by influential groups and instruments to sustain and promote social inequality. This view is also shared by Osoba & Alebiosu (2016). Also, the historical structural theory postulates that language policies are the dictates of the ruling elites who are motivated by the desire to protect the existing socio-political and economic interests. In an attempt to do this, they promote the use of former colonial masters' language. Consequently, individuals at the bottom of the power structure are constrained by such ideology. To this effect, most of the language policies in the continent are geared towards this existing orientation without consideration for policy choice based on theoretical positions or experimentation.

Another aspect of the historical-structural theory is that it examines the historical basis for planning processes and uses it to make explicit the mechanisms by which language planning decisions serve or undermine particular class interests. It argues that language planning institutions are viewed as being inseparable from the political economy and not different from other class-based structures. Thus, language planning is considered a macro-social rather than a micro-social process. The historical-structural theory dictates that language planning is perceived as a historical process that is inseparable from

structural considerations, especially the class-based political system. Present policies do not reflect the historical and cultural structure of the continent. Language policies in West Africa seem to reflect a struggle between national languages, English and French, rather than a struggle to educate the citizenry and give them the best in terms of effective communication, cultural identity, and development.

Taylor's Policy Analysis (1997) is the framework on which the study rests. Contexts, texts, and consequences, as discussed in the theory, form the central areas of focus in the study.

Methodology

The study adopted the descriptive survey research design using content analysis to examine each country's accessible language policy statements on the mother-tongue, English, and French at the primary and secondary school levels. The study consulted the official language policies in four purposively selected geographically close countries, that is, Nigeria, Ghana, Republic of Benin and Togo. Policy documents were obtained from the Internet as well as related books and articles on language policy in West Africa. A content-validated inventory on language policy was designed to collect data on language policy statements on the mother tongue, English, and French in the four selected countries. The inventory has two sections. The first section was used to elicit general information on the country, population, type(s) of the document reviewed, official language(s) of the country, year of independence, and the number of ethnic groups. The second section furnished the researchers with information on mother-tongue, English, and French language policy statements in primary and secondary schools. This section has eight questions soliciting such information as provisions made for studying, the duration of study of these languages in primary and secondary schools, and the medium of instruction in primary and secondary schools. This enabled the researchers to classify similar data within the framework of the language policy statements of the mother-tongue, English, and French, organize them and interpret the findings. Data were analyzed qualitatively.

Findings**Research Question One**

What are the similarities and differences in the mother-tongue, English, and French language

policy statements for primary and secondary school students in Nigeria, Republic of Benin, Togo and Ghana?

Table 1: Relevant Policy Statements at the Primary Level of Education in the four Countries

| S/N | LANGUAGE POLICY STATEMENTS | NIGERIA | GHANA | TOGO | REPUBLIC OF BENIN |
|-----|--|--|---|--|--|
| 1 | Languages listed | English, French, Arabic, a Nigerian language | English Akuapem Twi, Asante Twi, Mfantse, Ga, Nzema, Dagaare, Dagbani, Ewe, Dangme, Gonga, Kasem, French, Ewe, Kabiye | French, Ewe and Kabiye | French, Fon, Yoruba |
| 2 | Languages to be studied at this level | 4 (English, French, Arabic, a Nigerian language) | 2 (English and a Ghanaian language) | 1 (French) | 1 (French) |
| 3 | Number of years for studying each language | English (6yrs) French (3yrs) Nigerian language (6yrs) | Ghanaian language (6yrs) English (6yrs) French (0) | French (6) English (0) Mother Tongue (0) | French (6) Mother Tongue (0) |
| 4 | Classes in which each of the languages will be studied | English (1-6), French (Pry 4-6) Nigerian language (1-6) | English (1-6), Ghanaian language (1-6) | French (1-6), English (0) Mother Tongue (0) | French (1-6), English (0) Mother Tongue (0) |
| 5 | Medium of instruction at this level | Mother Tongue (Pry 1-3) English (Pry 4-6) | Mother Tongue Pry (1-3) English (Pry 4-6) | French | French |
| 6 | Status of each language | English (official language and medium of instruction), pry (4-6) French (second official language) Mother Tongue (medium of instruction (1-3) | English (official language and medium of instruction), pry (4-6) French (foreign language/ language to be studied) Mother Tongue (medium of instruction (1-3) | English (Foreign language) | English (Foreign language) |
| 7 | Mandatory bilingual education | Yes | Yes | No | No |

An examination of Table 1 immediately points to a few similarities and differences in the policy statements of the countries under review.

At the level of the four countries, the similarities are as follows:

1. Specific languages are recognised in the policy (Item 1)
2. These languages are both indigenous and international (Item 1)
3. Specific languages are listed as those to be studied and given attention though different from one country to the other (Item 2)
4. French is recognised and listed in the four countries (Item 1)

The fact that French is recognised in the four countries de-emphasises the issue of colonial antecedence.

In Items 2, 3, 4, 5, 6, 7 and 8 in the Table, Republic of Benin and Togo with the same colonial

experiences have similar policies which are different from those of Nigeria and Ghana. While the two anglophone countries could be said to have similar policy statements as reflected in Items 5 and 7, they differ in the following:

1. Emphasis on French as a subject to be studied (Items 2-4)
2. Status of French (Item 6)
3. Official languages (Item 8)

Not only is Nigeria's policy statements in these items different from those of Ghana, they are different from those of the francophone countries as well. It is also remarkable that Nigeria puts the highest linguistic load on its pupils; while Nigerian pupils are expected to study 3-4 languages, pupils in Ghana are expected to study two while those in Republic of Benin and Togo are expected to study one each.

Table 2: Relevant Policy Statements at the Secondary Level of Education in the four Countries

| S/N | LANGUAGE POLICY STATEMENTS | NIGERIA | GHANA | TOGO | REPUBLIC OF BENIN |
|-----|--|---|---|--|--|
| 1 | Languages listed | English, French, Arabic, a Nigerian language | English, Akuapem Twi, Asante Twi, Mfantse, Ga, Nzema, Dagaare, Dagbanli, Ewe, Dangme, Gongga, Kasem, French, Ewe, Kabiye | French, Ewe, Kabiye | French, Fon, Yoruba, German, Spanish |
| 2 | Languages to be studied at this level | 4 (English, French, Arabic, a Nigerian language) | (2) English and a Ghanaian language | 1 (French) | 1 (French) |
| 3 | Number of years for studying each language | English (6yrs) French (3yrs) Nigerian language (6yrs) | Ghanaian language (6yrs) English (6yrs) French (0) | French (6) English (0) Mother Tongue (0) | French (6) English (0) |
| 4 | Classes in which each of the languages will be studied | English (JSS 1-3) and (SSS1-3) French (JSS 1-3) Nigerian language (JSS 1-3) and (SSS1-3) | English (All classes) Ghanaian language (All classes) | French (All classes) | French (All classes) |
| 5 | Medium of instruction at this level | English | English | French | French |
| 6 | Status of each language | English (Official language and medium of instruction) French (Second official language) Mother Tongue (Language to be studied) | English (Official language and medium of instruction) French (Foreign language/language to be studied) Mother Tongue (Language to be studied) | French (Official language and medium of instruction) English (Foreign language) | French (Official language and medium of instruction) English (Foreign language) |
| 7 | Mandatory bilingual education | Yes | Yes | No | No |

Table 2 reflects the same trend in similarities and differences as observed in Table 1. However, while Table 1 shows that the only foreign language listed in the policies of Republic of Benin and Togo is English, Table 2 shows that Republic of Benin has additional foreign languages (German and Spanish) listed in its language policy.

Findings in this study on the choice of official language and bilingual education are in agreement with Bamgbose (2004) who posits that language policies are formulated based on colonial heritage which categorises African countries into two as follows: colonial powers that favored and promoted the use of the mother tongue at the primary school level; and those that discouraged the use of African languages for teaching throughout the entire years of schooling. However, these findings also show a more subtle dimension, that is, the four countries have similarities and differences in their policy statements which are not always along the lines of colonial experiences.

This implies that the status and functions attached to language in Anglophone and francophone countries do not always reflect the historical and cultural structures of the region such as the status of the mother tongue versus the use and status of English and French in the four countries. Though Umera-Okeke (2019) submits that the choice of language for education in Africa is based on historical experience and the socio-linguistic contour of each country; and Brck-Utne (2020) opines that the language policy of any educational system is determined by the way cultural actors perceive and use language, there appears to be other covert considerations. Coleman (2013) for example, posits that there seems to be a fear by policymakers of subtractive bilingualism, particularly in francophone West Africa which influences policy formulation. Subtractive bilingualism occurs when individuals learn a second language at the expense of their first language, resulting in the loss of skills and fluency in their primary language, especially if the primary language is not reinforced.

Apart from the variation in the number of years

that pupils and students are expected to be in school for, another difference is the number of years of exposure of students in the four countries to mother tongue education. Education in the primary school system in each of the countries under review lasts six years with variations at the secondary level. Unlike Nigeria and Ghana, which designate six years to secondary education, the two francophone countries require seven years of secondary education from students.

In Nigeria and Ghana both at the primary and secondary school levels, the pupils/students are expected to study the mother tongue all through primary education (6 years) and secondary education (6 years) making a total of 12 years. The contrary is the case in Togo; students are only expected to study the mother tongue during the last two years of secondary education. This implies that out of the seven years spent in secondary school, only two years would be used to study the mother tongue.

It is interesting to note that out of the four countries only two of the countries documented two or more international languages in the language policy documents. In Nigeria's policy, English, French, and Arabic languages are recognized while Spanish and German languages in addition to French are documented in that of Republic of Benin. This reiterates the importance associated with learning foreign languages; the demands of globalisation continue to point individuals and societies to the importance of additive bilingualism as more people move around the globe physically and virtually. Additive bilingualism occurs when individuals maintain and reinforce their first language and culture while learning a second language. One must note, however, that merely listing languages without any other piece of information on them, as seen in Table 2, may be an exercise in futility.

Research Question Two

To what extent do these language policy statements for primary and secondary school students meet the linguistic needs of the selected countries?

Findings show that irrespective of the position taken by policymakers, multilingualism as a linguistic need (Bianco, 2010) albeit with an internal focus (attention is placed largely on language use within individual countries) is a feature of the language policy documents in both anglophone as well as francophone countries. Item 1 of Tables 1 and 2 reflects that the policy statements in the four countries take care of this linguistic need.

As stated earlier, with issues of multilingualism, comes concern about language of instruction at various educational levels. Item 5 of Tables 1 and 2 reflects policy statements of the four countries on the medium of instruction depending on specific needs of the individual countries. This supports Ferguson's (2013) claim that the issue of medium of instruction especially at the primary level in West Africa has always been a major component of its language policy due to the multiplicity of languages. If properly harnessed and thoughtfully crafted into the policy, this consideration could bear positively on the educational system. However, this is not the case.

Another linguistic need in the four countries has an external focus, that is, in relation to surrounding countries. Anglophone countries need to interact with other Anglophone countries as well as francophone countries while francophone countries need to interact with other francophone countries and Anglophone countries. The policy statements as found in this study do not always meet this need. A close examination of Tables 1 and 2 shows that while Nigeria and Ghana appear to be more mindful of this need (Items 1 and 6 of Tables 1 and 2), Republic of Benin and Togo are not. Further examination of the policy statements of Nigeria and Ghana shows that the former attempts to accord the two international languages the same status while the latter does not. Viable policy statements in this regard are meant to meet the linguistic need of communication and interaction with other West African countries. This analysis shows that only Nigeria's policy may be considered to functionally take care of this need but does it really?.

It is clear that those countries with the same colonial antecedents do not always have the same language policy statements. In his reaction to Bamgbose, Coleman (2013), in presenting data from several Anglophone and francophone countries, posits that 'No two countries in this region [Francophone West Africa] have identical policies; therefore it is difficult to make generalisations regarding language and language in education policies' (p. 84).

The implication of these policy statements is that while Nigeria's linguistic needs which, as expected, are both internal and widely-external within West Africa (that is aimed at reaching both anglophone and francophone countries as seen at the two educational levels of primary and secondary schools), seem to be taken care of in the policy statements, one may not be able to say the same for Ghana as the same emphasis is not given to the learning of French in both anglophone countries in the policies. Likewise, the linguistic needs of the Republic of Benin and Togo do not seem to be adequately taken care of in the policy statements as the languages to be studied are basically internal and not widely-external being only useful for use within their countries and other francophone countries, with no real attention to anglophone countries. The appearance of German and Spanish in the policy statements of the Republic of Benin appears to be only cosmetic. We therefore see some similarities and dissimilarities in policy statements of both anglophone and francophone countries at this educational level.

This linguistic scenario depicts Nigeria as the only country that appears to have taken care of far-reaching linguistic needs with respect to the functional use of both English and French within the West African continent. The other three countries are less ambitious in their linguistic goals. Needless to say that the three do not all have the same colonial antecedents. Nigeria also remains the only country that has a policy that mandates primary school children to learn two foreign languages with no added advantage in general to students' performance; an issue of great concern! What then is the implication of Nigeria's stance in relation to that of others?

Francophone countries that do not give English the same attention Nigeria gives to French, produce students who still have a rudimentary knowledge of English, something Nigeria cannot boast of. Overloading the curriculum with languages to be learnt, especially in the primary school, appears to be doing more harm than good in Nigeria. Likewise, the issue of designating French a second official language rather than a foreign language does not appear to do Nigeria much good as no information is further provided on how to make it become a second official language. This overloaded policy, no doubt, has negative implications for language learning, particularly in the primary school.

Language policy statements are meant to establish the type of relationships that should exist among the languages in the society. From the present analysis, it can be inferred that factors that influence policy formulation are not just historical and socio-cultural but also politico-socio-cultural which may be affecting the policies negatively. Such politico-socio-cultural influences are covert but powerful and could be the driving force between the performance and non-performance of policies. This means that seemingly acceptable policies may be flawed by these covert influences which are extrinsic to the policy and could negatively affect implementation.

Conclusion

While English and French are designated as the two official languages of Nigeria, they are far from being equivalent. A language designated as an official language is expected to perform some functions associated with the designation. There is no such thing with French in Nigerian classrooms and schools. French plays a limited or nonexistent role in Ghana's educational system at the two levels under consideration though it has similar colonial antecedents. With three French-speaking countries bordering Ghana: Togo, Burkina Faso, and Cote d'Ivoire, it makes sense for Ghana to gain some French language skills to fulfil a major linguistic need. The same can be said of the Republic of Benin and Togo, francophone countries that seem oblivious to the major linguistic need which English is expected to fulfil if they intend to interact with their

anglophone counterparts in West Africa. The policies, including that of Nigeria, do not fulfil the linguistic needs of the countries at both the individual level of the country and the collective level of the continent.

Consequently one can safely conclude that language policy statements in both Anglophone and francophone West Africa do not fully reflect present-day pragmatic needs despite paying seeming attention to bilingualism and multilingualism. Neither global dictates nor common West African socio-cultural realities form the true basis of language policy formulation in both Anglophone and francophone countries. There is a lack of consideration of common social realities of the region as well as genuine needs-based, pragmatic, and collaborative language policy efforts.

Recommendations

Due to the close integration of each nation, French is significant in Anglophone countries and English is significant in francophone countries. There is no doubt that functional policies benefit from mutual assistance and participation by stakeholders. Collective efforts must be made to promote more visibility and relevance for the development and use of these languages. It is necessary to change the perception from multilingualism as a liability to multilingualism as an asset.

Governments of these and other Anglophone and francophone West African countries should closely review the language policies in their countries in relation to their language needs so that pupils and students in primary and secondary schools, their societies, and the region can all benefit from rich linguistic programs. There is a need to enhance the quality of language policies used in both Anglophone and francophone countries using the needs-based and collaborative approaches.

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New Trends in the Teaching and Testing of English Speaking Skill in a Globalised World

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Abstract

This paper focuses mainly on the new trends in the teaching and testing of English speaking skills across the globe. In doing justice to this, the paper discusses the importance of English in the modern world, the purpose of teaching and testing of English speaking skills, novel trends in the teaching and testing of speaking skills. The paper concludes by making recommendation for improved teaching and learning of speaking skills.

Keywords: Novel approaches, Teaching, Testing, Speaking Skill, Oral communication

Introduction

In the process of learning a language, the learners should learn the basic skills of the language. This does not exempt the English language. In learning English, there are certain skills that a learner needs to learn. These skills are so important in learning English and the learners should acquire all these skills without neglecting any of them. In English language, there are four basic skills such as listening, speaking, reading and writing. These four skills are further divided into two categories, namely. receptive or passive skills and productive or active skills.

Listening and reading are receptive skills as learners just either listen or read the language and they need not to produce it on their own. Whereas, speaking and writing are the skills that the learners need to produce sentences on their own. So, speaking and writing are called productive or active skills where the learners produce sentences in English on their own. Speaking is the most demanding of the four basic language skills in English. According to Fakeye (2019; 36), "While listening and reading involve the ability to correctly receive messages and are, therefore, referred to as receptive skills, speaking and writing, on the other hand, involve language production and are referred to as productive skills". Most of the ESL learners feel comfortable while learning listening or reading skills, but the situation is quite opposite when they have to learn speaking and writing skills. When the learners have to produce sentences on their own, they should be thorough in all aspects

of the English language such as phonological, morphological, semantic and syntactic features. Since speaking and writing are quite difficult to acquire, the ESL learners have to go on practising them until they learn these skills thoroughly or perfectly. Therefore, the responsibility is on the shoulders of the English teachers to prepare the learners to have more practice on productive skills in the EFL/ESL classrooms (Ayodele, 2015).

The Purpose of Teaching Speaking Skills

Speaking is considered an important skill in order to express the speaker's intentions and effective oral communication results in getting success in various fields. Therefore, the learners have to get mastery over speaking skills. According to Cora and Knight (2000), "Speaking is a crucial part of second language learning and teaching which involves producing, receiving and processing information". Furthermore, Cheng (2017: 99) states, "Effective communication takes more than the ability to talk. It likewise includes the use of one's mental capacities in the choice of words and the ability to make other person understand what one is saying and vice versa". Also, Fredson (2015) assert, "Speaking is the skill that the students will be judged upon most in real life situations". Therefore, the teachers of English should adopt novel approaches and techniques to teach speaking skills in the ESL classrooms in order to prepare the learners proficient in speaking English.

Since speaking skills are the most important

skills for the learners to communicate effectively with the others in accomplishing their works or jobs, the English teachers have to concentrate more on these skills in the ESL classrooms. Acquiring speaking skills is more essential in the present competitive job market and global business scenario. In the present job market, most of the recruitment agencies or boards ask the job seekers to show the talents of their oral communication skills as the companies want to get constant progress in order to compete with other companies. Moreover, there is a cutthroat competition in the global business world and each company strives to exhibit the importance of their products. In this regard, the employees of the companies need to acquire speaking skills as they play a vital role in promoting their businesses. Hence, various purposes of teaching speaking skills in the English classrooms have been comprehensively discussed below.

- To prepare the learners to communicate well with the teachers and peers in the classrooms.
- To give opportunity for the learners to participate in speaking activities in pairs or groups.
- To help them give oral presentations for various purposes.
- To engage the learners actively in group discussions.
- To encourage the them to take part in speaking activities that take place in the English classrooms.
- To prepare them to communicate intelligibly with people around them.
- To build self-confidence and self-esteem among the learners.
- To prepare the them to pursue higher education in foreign countries without any difficulty.
- To make the them to give proper response to the queries and questions asked by different people.
- To train them to perform well in the debating competitions held for various purposes.
- To prepare the learners in giving good oral presentations to their colleagues or

other international company representatives.

- To make them to stand on their own throughout their lives.
- To prepare them to become good orators when they get opportunities to give a talk.
- To train the them properly how to participate well during their interviews.
- To prepare them in getting better opportunities in their future job attempts.
- To make them to become good promoters of their businesses at the international level once they settle down in their jobs (Baker, 2011).

Since there are several advantages of teaching speaking skill in the English classrooms, the teachers are advised to teach these skills with thorough preparation by adopting the material suitable for the level of the learners, selecting the topics that are more interesting for the learners and applying different strategies to make it a successful and fruitful teaching-learning environment.

Activities involved before practising speaking skill

Speaking plays a key role in not only motivating the listeners but also fulfilling their tasks successfully. With the art of good speaking skills, speakers can achieve great success in their respective fields. The first and foremost thing involves in speaking is to think positive. When the ESL learners think positively about the given task, it indicates that they have achieved half of their success in it. Moreover, the best speakers should have the aptitude to absorb the ability and analyze the given information quickly and accurately and access the information very fast so that they can make the right decisions and then communicate the same to the others. So, there are some important points involved in habituating good speaking skills and we shall discuss the techniques of involving the learners more on speaking skills (Bolaji, 2018).

Techniques of involving the Learners more on Speaking Skills

Since speaking skills need more time and practice to acquire, the teachers of English should teach speaking skills to the learners in a systematic way. Furthermore, the learners should also pay more attention towards their teachers in order to grasp a variety of sentence structures and some new vocabulary that are needed for this purpose. In this regard, the ESL teachers have to adopt various techniques of teaching speaking skills such as to prepare their learners as active listeners, teaching various strategies of organizing their ideas and also teach them the techniques of preparing the learners to inculcate good speaking skills among them.

Techniques of involving the English Language Learners more on Speaking Skills

Active Listening: The main ingredient that makes the learners to think on the spot and give a positive and intelligent response is to be active learners. Hence, the teachers should prepare them to listen carefully to the topic and involve them completely in this process in order to grasp the complete words, logic, tone and emotion that involve behind the speakers' speech.

Organization of ideas: The ESL teachers should inculcate fast and critical thinking skills among the learners. As most of the learners have these skills, the teachers should teach them how to organise their ideas systematically to prepare for a good speech. In this regard, the teachers should teach them the techniques of adopting some models or frame works to structure new information into something coherent that they can respond with. Moreover, the teachers should also train the learners in breaking down the ideas or issues according to the timeline such as past, present and future.

Preparation of Speech: The teachers should teach the ESL learners in organising their thoughts and ideas systematically and quickly. Moreover, the teachers should also help the learners in this regard and also demonstrate with

more examples as long as the learners grasp these techniques. Therefore, the ESL teachers should teach the basic structure involved in speaking skills or speech such as opening, body and conclusion. As preparation of speech is more important in speaking situations such a stable topics during meetings or for some other purposes when the speakers are called upon to "say some words", the learners are supposed to prepare their speech in a well-organized manner. Since thinking before speaking adds more value to their ideas, thoughts and feelings, they are taught how to think effectively before demonstrating their speaking skills. With their effective and impressive speaking skills, there is no doubt that they can touch and win the hearts of the listeners. As speaking skills are more important for them to establish themselves well in oral communication, it is time to discuss the novel approaches of teaching speaking skills in ESL classrooms.

New Trends in teaching Speaking Skill in English as a Second Language Classrooms

The ESL learners have to acquire the needed vocabulary as well as grammatical structures to communicate the English language effectively and successfully. Therefore, the teachers should introduce speaking skills to the learners by adopting the latest techniques and approaches that create more interest among the learners. In this regard, the teachers should select appropriate materials that involve the learners more in speaking activities. Thus, the teachers think of alternative methods of teaching speaking skills which encourage the learners to participate in the activities actively in pairs or groups. So, the ESL learners share their thoughts and ideas with their peers and develop their knowledge and self-confidence that play a vital role in developing the learners' speaking skills. In this connection, the responsibility is on the shoulders of the English teachers to mould the learners to acquire necessary skills to improve their oral communication

Initial Stage Activities: While teaching speaking skills at the initial stages, the ESL

teachers should concentrate mainly on two components, viz. vocabulary and grammatical structures. In the beginning, the teachers should introduce new vocabulary of English using several techniques such as images, flashcards, pictures, realia, videos, mimic, blackboard drawings, gestures, facial expressions, acting out, puppets and so on to involve the learners more on learning the new vocabulary taught in the ESL classrooms. In some situations, the teachers can even use miming technique while teaching new vocabulary at the initial stages. Here, the teachers can introduce the vocabulary items such as 'throw' and 'a ball' by miming 'throwing a ball' and simultaneously showing the picture of 'throwing a ball' so that the learners grasp the vocabulary items of 'throw' and 'a ball' very quickly. In this way, the teachers can also ask the learners to give the opposite of 'throw' so that they will learn the antonyms and speak some more sentences with those antonyms. Moreover, the teachers can also improve the learners' speaking skills by introducing various grammatical structures such as converting affirmatives into negatives; negatives into affirmatives; then affirmatives and negatives into questions and so on. This kind of activities create interest among the learners and they participate actively and improve their speaking skills. While implementing these activities in the English classrooms, the teachers should motivate the learners to produce maximum number of sentences and devise to give more opportunities for the learners to speak without any hesitation or fear in the ESL classrooms.

Using Pictures in the classroom: "A picture is worth a thousand words" is an English language idiom. It is understood from the idiom that even a complex idea is conveyed through a single picture and the picture itself conveys the message effectively than the description of it. But, the teachers can use the same picture to make the learners to express their thoughts and ideas about it. Then the students express their own opinions about the picture and it develops speaking skills as well as critical thinking of the

learners. Moreover, the usage of pictures in the ESL classroom is an added advantage for the learners to produce sentences in English in a systematic way. In this way, the teachers should make use of the pictures in order to develop their learners' speaking skills in the ESL classrooms.

Games: In order to improve the speaking skills of the learners, the English teachers have to think of various techniques to implement in their English classrooms. One among them is 'guessing games'. While implementing such activities, the teachers have to hold something in their wrists where the learners cannot see it. Then the teachers have to ask the learners to guess the name of the object. This encourages the learners in producing some good English sentences in the classroom. It also helps them learn new grammatical structure as well as pronunciation. Later on, the teachers can ask the learners to guess the place that they had visited last week and also ask them to say something related to it. Moreover, the teachers can also ask the learners to give a small talk on topics such as "My school", "My best Friend", "My favourite food" and so on. Later on, the teachers can introduce some more topics such as "How I spent my last holiday" in order to improve their speaking skills in the English classrooms. When the teachers introduce a variety of activities in the form of games in their classrooms, the learners will actively participate in those activities and as a result, develop their speaking skills immensely.

Brainstorming Sessions: In promoting speaking skills, brainstorming sessions are one of the best teaching techniques for the teachers to enhance the learners' oral communication skills enormously. Since the learners are free to express their ideas about the given topic, they think independently and try to produce as many points as possible. At this juncture, the teachers should also concentrate on the below average learners and encourage them to participate in the discussions. Also, it is quite natural that the advanced learners participate very actively in these sessions and produce more and more ideas

to build more strength to the topic. As this is the right opportunity for the below average learners to add some points during these brainstorming sessions, the role of teachers becomes very crucial to involve them dynamically in these sessions. Therefore, the teachers should not neglect the learners who wish to keep quite themselves in the classroom. Moreover, the teachers have to go around the classroom and concentrate on each and every learner, especially, those who are not active participants. As there is no hard and fast rule for the learners to supply some points related to the topic, teachers should motivate and encourage the learners just to produce relevant points even if they are very short like one or two words. Hence, the teachers have to act as facilitators and inspire the learners to participate in the brainstorm sessions as they enjoy the entire sessions by adding some more points to the given topic.

Pair or Group Activities: In some situations, the teachers can also introduce pair work or group work or team work that makes the learners to share their ideas in a learner-friendly environment. Therefore, the teachers have to divide the class into pairs or groups and give them some topics to prepare and deliver speeches for one or two minutes on those topics. In this connection, the teachers have to adopt collaborative or cooperative learning approaches in their teaching so that the learners share their ideas and opinions with the others. As Brown says, "Group work teaches learners to respect other learners and improve their English language skills". While working with their peers in an independent learning environment, the learners are free to share their ideas with their co-participants and enhance their knowledge enormously. They also improve their speaking skills by participating in discussions and arguments that happen within the groups. Then they collaborate in preparing their points in a proper sequence and finally the representative of each group presents the speech to the whole class. As soon as all the presentations are over, there will be an open discussion where all the learners can have their opinions on the speech.

Since this is the best method to involve all the learners to participate in the group activities, the ESL teachers should encourage such activities in their regular classrooms to improve the speaking skills of their learners.

The Picture-strip Story-telling Activity: In order to improve speaking skills of the learners, picture-strip story telling activities is one of the most useful techniques for the teachers to adopt in their regular English classrooms. Through this technique, the English teachers ask one of the learners to hold the given picture-strip and show the first picture to the class and the rest of the learners have to guess how the second picture appears. Then the second picture is shown to the learners and they compare the second picture with their own guesses. Later on, they go on developing their story further. After that, the learners are asked to predict how the third picture looks like and this activity goes on in the same way until the last picture is shown to the learners. Through this activity, the learners develop their speaking skills as well as critical and logical thinking skills. In this game-based activity, the learners have a wider choice of vocabulary and great choice of ideas that they make prediction using their own intelligence. Furthermore, the learners get a continuous feedback. The learners proceed towards the end of the story as the strip discloses. It is sure that they develop their speaking skills massively with this picture-strip storytelling activity.

Roleplays: The English language learners can develop their speaking skills tremendously through role plays. Role plays pay to be aware of the ESL teachers where they want their learners to go and they are the most essential tools to have in the teaching box. Role plays are one of the staples of teaching ESL learners and they are very useful in developing the learners' speaking skills. Furthermore, role plays allow the learners to practise speaking skills in a dialogue form or in a conversational situation. They are more useful for the learners to build their confidence and fluency of the English language, access constant progress and put

learning into action. In most cases, role plays are generally set to target some specific grammatical items like tenses and also to test the skills of social interaction such as asking for help, interrupting, negotiating, making small talk, and so on. The teachers can design role plays from simple to complex levels. Since the design of the role plays depend on the desire of the ESL teachers whether they are so simple or more complicated for the learners to acquire speaking skills, the teachers should select items for this purpose with utmost care (Fakeye, 2019). In setting scenes for role plays, the teachers have to introduce several ways such as gestures, cue cards, secret messages, verbal instructions, and so on. Hence, the teachers should try to adopt as simple scenes as possible at the initial stages and further continue these activities with more difficult ones so that the learners can have enough practice in producing grammatical sentences that are more relevant to the situation.

Group Discussions: Through group discussions, the ESL teachers can train the learners' language skills, especially, their oral communication or speaking skills in English language learning. Group discussions are also helpful in building confidence among the learners. At the same time, they also encourage the learners to build a sense of participation in the ESL classrooms. It is very useful to develop group discussion skills for daily-life situations as the learners frequently find themselves having more discussions amongst their peers, family members, colleagues and even teachers. Group discussions may vary from the most informal chats that are related to routine things to the most serious topics. Moreover, group discussions are widely used in the present job market during the interviews and selection procedure time. Even these group discussions take various formats, the basic skills remain the same. Since group discussions provide the learners an opportunity for extended speaking practice, the teachers have to introduce more activities in the ESL classrooms and encourage the learners to participate in such activities that

enhance their speaking skills. In this context, the teachers of English should either give a chance to select the topics on their own interests or provide them a list of topics that are accepted by a majority of the learners. And, the teachers have to make the classrooms like the outside world and inspire the learners to use the language spontaneously and communicatively that is more suitable to the context. According to Badache (2011), group work is an instruction method where learners of different levels form small groups and work together towards a specific objective. As communication system generally happens and is facilitated through group discussions, the teachers should act merely as facilitators in order to help the learners meet their goals.

Debates: Activities that take place in the ESL classrooms in the form of debates will be more challenging and fun way to motivate the learners to encourage their classroom interaction, review vocabulary and develop their fluency of speaking. The teachers have to prepare a solid lesson plan and adopt good moderating skills in order to make the debate more successful and the learners also participate actively in the debates that take place in the ESL classrooms. While choosing the topics for debates, first of all, the teachers should select the topics that the learners are more interested in such as family, friends, work, school, language learning, mobile phones, technology and so on. Moreover, there should be a little controversy in the topics and the learners should generate more ideas so that they go on speaking more points on the topics supplied by the teachers. Then the teachers have to divide their classes according to their real preferences. Furthermore, it is also important for the teachers to structure their debates into different stages depending on the availability of time for the task. Therefore, the teachers have to plan the duration of the debate in advance so that the learners can perform well in the debate and meet the expectations of their teachers. In this context, the teachers should divide the classrooms into groups and encourage all the learners of the groups to

participate in the debate. Also, the teachers moderate the debate that goes on in the classrooms.

The role of the teachers is limited to act as facilitators or guides or helpers by feeding the learners who are struggling in formulating their opinions with key words or eliciting their intended meaning. It is better that the teachers should stand behind the listening team so that they can focus the speaking team on their audience. At the same time, the teachers should offer some key phrases to help the learners argue for or against the ideas discussed during the debate. As debates sometimes take place with heated arguments, the teachers should always try to neutralize them in speaking. During the debate sessions, the teachers should use the timer and it should be visible to the whole class. Once the debate is over, the teachers have to review the main points and major speaking difficulties at the end of the debate. As all the learners take part in the debate, they improve their speaking skills immensely. Hence, the teachers should introduce some interesting and thought-provoking activities so that the learners develop not only their speaking skills but also their critical thinking and reasoning skills in the ESL classrooms.

Teaching speaking skill is quite a difficult task for the ESL teachers as it involves various other components that the learners have to acquire. Thus, the teachers have to implement innovative and a variety of speaking activities in the ESL classrooms and select the materials according to the needs and interests of the learners. Moreover, the teachers of English have to provide congenial atmosphere in the ESL classrooms in order to involve the learners more on speaking activities. With constant practice on speaking activities, there is no doubt that the learners will massively develop their speaking skills in English.

New Trends in Testing Speaking Skill in ESL Classroom

Speaking a second language is probably the most difficult skill to test in that it involves a

combination of skills that may have no correlation with each other, and which do not lend themselves to objective testing. In addition, what can be understood is a function of the listener's background and ability as well as those of the speaker. Another difficulty is separating the listening skill from the speaking skill. In spite of the difficulties in testing speaking, it can be very beneficial in that it encourages the teaching of speaking in class. Reading aloud, conversational exchanges, and tests using visual material as stimuli are common test items for testing speaking. Oral interviews, role play tests, and group or pair activities are also useful. One of the great difficulties in testing speaking is the assessment and its scoring. If possible, the speaking tasks should be recorded and the scoring done from the tape. Aspects of speaking*-that might be considered in the assessment scale are grammar', pronunciation, fluency, content, organization, and vocabulary. Even though methods of testing speaking are not perfect, they are worth the effort for their effects on teaching and classroom instruction.

Fakeye (2019) avers that Speaking skill test can take the following forms viz:

- a. Interview (structured and unstructured)
- b. Reading Passage
- c. Sentence Conversion
- d. Sentence Construction
- e. Response to Pictorial Stimuli
- f. Debates and Impromptu speeches
- g. Dialogues/Conversations

Conclusion and Recommendations

In this paper, the main focus has been on new trends in the teaching and testing of speaking skills in ESL classrooms. For this purpose, the importance of language skills has been discussed elaborately and the purpose of teaching skills has been presented systematically. After that, the activities that are involved before practising speaking skills have been brought out. Moreover, the techniques of involving the learners more on speaking skills have been emphasized. Furthermore, this paper

has comprehensively elaborated the novel approaches for teaching speaking skills in ESL classrooms. Also, teachers as well as the learners have been given some useful tips to improve their teaching and learning speaking skills effectively in the ESL classrooms. Finally, new trends in testing speaking skill are also discussed.

Therefore, there is a need for the teachers to understand the needs and requirements of the learners and try to adopt entirely different techniques and approaches of teaching and testing speaking skills. In order to involve the learners more in the activities that take place in the classrooms, the teachers of English have to adopt various techniques of teaching and testing speaking skills such as engaging them in group and pair activities, discussions, debates, role plays and so on. Thus, the teachers of English should focus more on innovative methods and techniques of teaching and testing speaking skills and create friendly and pleasant atmosphere among the learners in order to improve their learners' speaking skill and learning outcomes in it enormously in the modern ESL classrooms.

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Mapping a Framework of Usage of Digitalised Mother-Tongue Collections for Awareness Campaigns and Behavioural Change in Nigeria

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Abstract

This paper justifies the need for digitisation of mother-tongue materials and collections for enriched digital archive of materials; its benefits to researchers, teachers, educators, students, lifelong learners, and policy makers for broad-ranging researches and policy making; and the framework of usage of the digitised mother-tongue materials and collections especially for awareness creation and behavioural change. The paper made recommendations on the factors that should determine the use of digitised mother-tongue messages and materials for awareness campaigns and behavioural change in Nigeria as well as a national mother-tongue digitisation project to be tagged Library of Conservation of Digital Mother-Tongue Collections where electronic image of every item or collection on mother-tongue languages, at least on the three major languages-Yoruba, Hausa, and Igbo-in Nigeria will be created and placed online in a website.

Keywords: Digitalisation, Mother Tongue, Materials and Collections, Awareness Creation, Behavioural Change

Introduction

Over the years, there continues to be issues of national and international concerns that require intensive and aggressive campaigns to bring about awareness campaign, as well as attitudinal and behavioural change in people. These include health, political, social, and economic related issues. For example, on health issue, the recent COVID-19 pandemic all over the world necessitated more awareness campaigns on how the virus is spread and how the spread can be halted. The question often asked is which language is most appropriate for disseminating awareness campaigns for such national and international issues of concern?

While mother tongue language is widely recognised as a necessity for packaging and disseminating such campaigns; and literature is well documented on this, there are, however, paucity of discussions on the need for digitisation of mother-tongue materials and collections for enriched digital archive of materials; its benefits to researchers, teachers, educators, students, lifelong learners, and policy makers for broad-ranging researches and policy making. Besides, a discussion on framework of usage of digitized mother tongue materials and messages or when exactly does it become imperative for mother tongue messages to be packaged in digitalised form and use for

awareness campaigns and behavioural change. This paper is written to provide answer to this question. It primarily focuses on the design of a framework for converting mother tongue materials/messages into a digital format and used for wider dissemination of such materials/messages to people in order to achieve attitudinal behavioural change. The framework is intended to support better quality of awareness campaigns outcomes and add to the body of evidence which supports the importance of information packaging in mother-tongue.

Concepts Clarification: Digitisation, Mother-Tongue and Digital Mother-Tongue

The concept digitisation has been defined in many similar ways. Some of the best definitions of digitisation include the following:

- i. Digitisation is the process of converting original physical material from its analogue format (e.g. paper) to a digital representation (e.g. an image file) using a computer facility such as a scanner or digital camera (Arms, 2000).
- ii. Digitisation is the process of converting information into a digital format (Smith, 1991; 2001).
- iii. Digitisation is the material process of converting analog streams of

- information into digital bits (Brennen & Kreiss, 2016).
- iv. Digitization is the creation of digital objects from physical, analogue originals by means of a scanner, camera or other electronic device (Swain & Panda, 2009).
 - v. Digitization is the process of taking traditional library materials that are in form of books and papers and converting them to the electronic form where they can be stored and manipulated by a computer (Gertz, 2000; Kenney & Rieger, 2000).

From these definitions, it can be deduced that digitisation implies the conversion of traditional print materials into electronic format for long time preservation. Information contained in traditional print materials such as important records, minutes of important meetings, original drawings, and other similar documents cannot be preserved for a very long time due to several reasons. As the time pass by, the information contained in these materials fades out, the medium becomes liable to break or snap easily under pressure, and finally the document becomes unusable. These documents can be lost forever unless there are alternative arrangements for recapturing and reproducing them. Fortunately, technological advances have provided suitable alternatives for the preservation of such valuable documents including oral traditions and expressions.

The advantages of digitisation are unquantifiable. Digitising information makes it easier to preserve, access, and share. For example, an original document in hard copy is available for its access only at the physical location of its storage; but if the document is digitised, it can be made available simultaneously to many people in an organisation, community, and nation. This is why there is a growing call towards the digitisation of important and significant cultural heritage across the world (Kenney & Rieger, 2000). Digitisation enhances the security of a document and maintains the confidentiality. Since scanned documents are traceable, only

certain users can access documents if necessary. Information stored on paper degrades every time it is handled manually.

Mother-tongue or mother language is, most times, interchangeably used as local language, indigenous language or vernacular. However, there is a mark of difference in the use of these language terminologies. UNESCO (2008), in a document titled Mother Tongue Matters: Local Language as a Key to Effective Learning defined these language terminologies thus:

- **Local language** refers to the language spoken in the homes and marketplaces of a community, as distinguished from a regional, national or international language.
- **Indigenous language** refers to the language spoken uniquely by an indigenous community and/or with origins in a given community or country (Spolsky, 1977, 1986).
- **Vernacular** refers to a language that is not formally recognized and that is used in informal contexts only. However, in terms of education, King, & Benson, (2004) reported that *vernacular education is used to refer to mother tongue-based education particularly in the pacific.*
- **Mother tongue or mother language** refers to a child's first language, the language learned in the home from older family members. A related term, often used, is *home language* which refers to the language or languages spoken in a child's home.

Skutnabb-Kangas (2000) developed a typology for understanding the term mother tongue using four criteria- *origin, identification, competence and function*. In terms of origin, mother tongue, according to her, refers to the language one learned first (the language one has established the first long-lasting verbal contacts in). In terms of identification, which she classified as internal and external, mother tongue refers to the language one identifies with as a native speaker of (Internal identification) and the language one is identified with as a native speaker, by others (External identification). In terms of competence, mother tongue refers to the

language one knows best, and in terms of function, it refers to the language one uses most. In essence, mother tongue, according to this typology, is the language an individual learned first, knows best, and uses most; is the language an individual identifies himself/herself with as a native speaker, and is the language an individual is identified with as a native speaker by others.

Psychologically, mother tongue is a system of meaningful signs that works automatically for expression and understanding in people's mind; sociologically, it is a means of identification among the members of the community to which people belongs, and educationally, majority of people learns more quickly through it than through an unfamiliar linguistic medium (Skutnabb-Kangas, 2000).

Digitised mother tongue refers to the conversion of existing physical printed materials, information, books, papers, messages, stories, plays, dramas, sounds and moving images on mother tongue from their analogue format to digital, electronic or automated device for long lasting storage and wider dissemination. In other words, digitised mother tongue involves the integration of technology in storing mother tongue collections and contents. From time immemorial, many material collections on mother tongue are recorded in many analogue formats. Analogue formats have inherent shortcomings: it is tied to a physical medium and its analogue content is linear, bounded and fixed; it is temporal or bound to a sequential representation that is pre-determined by the author; and it degrades when copied (Landow & Delany, 1993).

To overcome these shortcomings, digitisation of mother tongue materials becomes desirable and imperative. The advantages of digitising information and materials on mother tongue, according to Smith, (1999), include the following:

- Digitised mother tongue materials can be linked to other materials to create multimedia.
- Digitised mother tongue materials are not dependent upon spatial or temporal barriers or hierarchies.

- Digitised mother tongue materials can be stored and delivered in a variety of ways.
- Digitised mother tongue materials can be copied limitless times without degradation of the original.
- Digital mother tongue materials can be stored on a computer drive or on a CD-ROM, can be browsed easily, and can be searched, indexed or collated instantly.
- Digital mother tongue materials contribute to the conservation and preservation of the collections and contents.
- Create new educational opportunities and can be used to encourage tourism.
- They provide ways of improving access by the citizen to their patrimony.
- Most importantly, digital mother tongue materials can be linked to a whole web of other contents - locally or globally via the internet.

The expansion of global computer networks and high-speed access to the internet has led to a proliferation of digital content, delivered to increasing numbers of computer users worldwide. There is a growing demand for immediate access to rich content and easily accessed, up-to-date information from news and media organisations. Digital mother tongue collections will not only lead to proliferation of contents but will also ensure that such digital collections have value to all users in the future. For example, let us assume a researcher is interested in writing a paper or conducting a research on the potential and challenges of mother-tongue based education in national contexts. However, he/she met an impediment as a result of inaccessibility of existing printed materials on mother-tongue based education. If these printed materials had been converted into electronic or automated format; such researcher and future researchers would have had unrestrained access to the materials and collections. Such researchers can easily browsed and obtain the needed information from the digital library stacks.

Concepts Clarification: Awareness and Behavioural Change

Universally, awareness has been described as the greatest agent for change. It is simply perceived as mindfulness, knowledge or perception of a situation or fact. It also means concern about and well-informed interest in a particular situation or development. Merriam-Webster Dictionary defined awareness as “knowledge and understanding that something is happening or exists”. **Awareness** is commonly used in reference to public knowledge or understanding of social or political issues. It is synonymous with public involvement and advocacy in support of a certain cause or movement. According to Gafoor, (2012), awareness in general means “knowledgeable, being conscious, cognizant, informed alert. It is the state or ability to perceive, to feel, or to be conscious of events, objects, or sensory patterns.... The possessor of any knowledge must contain awareness but mere awareness does not contain any type of knowledge”. More broadly, it is the state or quality of being aware of something. Awareness may also refer to public or common knowledge or understanding about a social, scientific, or political issue.

Awareness is the ability to directly know, to perceive, to feel, or to be cognizant of events. It is the state of being conscious of something (Chalmers, 1997). It is a state wherein a subject is aware of some information when it is directly available to bring to bear in the direction of a wide range of behavioral actions (Locke, 2002). *Awareness* is often synonymous to consciousness and is also understood as being consciousness itself. This implies that awareness offers more than just *hope*; it leads to action. Raising public awareness involves creating a specific messaging campaign about a particular issue. Awareness-raising can be an important part of developing people's support for change in attitude and behaviour over an issue.

Behavioural change usually occurs as a result of awareness creation. Humans are always at the mercy of their environment which affects

people's behaviour. Therefore, all human behaviour is the result of a person's prior conditioning and is determined by external forces in the environment over which a person has little or no control (Skinner, 1974). This implies that humans are controlled by the environmental forces which determine if they will behave positively or negatively. Perhaps, it can be concluded that if a person behaves negatively, it is as a result of lack of awareness of information or knowledge. When an individual becomes aware of a phenomenon and possesses sufficient information and knowledge, there is the greater chance that such individual will behave positively. Reality is, therefore, what one experiences.

An individual's behaviour is thus determined by the events experienced in an environment. It is generally known that behaviour is influenced by three phenomena: stimulus, response, and reinforcement/reward. Therefore, if a person is presented with a stimulus, he/she will respond to the stimulus presented in terms of his/her behaviour. If the behaviour is reinforced or rewarded, the response (behaviour) is more likely to occur again under similar circumstances. In essence, a good and right stimulus will provoke a good and right behaviour and if reinforced or rewarded appropriately, such behaviour will continue to be exhibited by such person.

The implication of this is that when awareness is created on an issue, which is the stimulus, and it is rightly done, people will respond by behaving appropriately and if such behaviour is rewarded, they will continue to exhibit the behaviour when the same circumstances call for it. In essence, the ultimate goal of any awareness creation is to bring about a change in behaviour of people.

Digital Mother Tongue, Awareness Creation and Behavioural Change: The Synergy

When awareness (stimulus), on a phenomenon or event is appropriately created, people will respond in equal measure through their behaviour. However, this cannot be achieved if the language adopted in the awareness creation is not understood by the greatest number of the

people. The language usually understood by the greatest number of the people is the mother-tongue. This is because it is the language first understood by the greatest number of people, it is the language people know best, and it is the language people use most. Therefore, if people are to have unrestrained access to mother-tongue messages/materials, which will have the greatest impact on behavioural change, such messages/materials must exist in digital or electronic forms of many variants such as microfilm and microfiche, audio recordings, image catalogues, DVD, CD-ROMs containing digital images and transcriptions, interactive, audiovisual tools and interviews, online database of spoken mother-tongue word collections, browsable digital images, portal creation, desktop museum, zoom videos, among others.

Benefits of Digitised Mother-Tongue Materials

There are enormous benefits to be reaped from digitised mother-tongue materials by researchers, scholars, students, educators, lifelong learners, and policy makers through the free delivery of its collections at the click of a mouse. Digitised mother-tongue materials help to achieve the following:

1. **Bridge the gaps in existing analogue collections-** When all materials on mother-tongue are digitised and delivered in electronic form, it will help in overcoming gaps in existing analogue collections.
2. **Provide greater access to collections of all types-** When all materials on mother-tongue are digitised and delivered in electronic form, it will enable people to have greater access to collections of all types.
3. **Lead to proliferation of digital data-** When all materials on mother-tongue are digitised and delivered in electronic form, it will lead to proliferation of digital data which can be copied limitless times without degradation of the original materials.
4. **Lead to enhanced storage in a computer drive or on a CD-ROM-** Enormous amounts of analogue mother-tongue content materials can be compressed and stored on a computer drive or on a CD-ROM which can be browsed easily, can be searched, can be indexed or collated instantly, and can be linked to a whole web of other contents- locally or globally via the internet.
5. **Ensure wider reach and broader audience-** When all materials on mother-tongue are digitised and delivered in electronic form, they can be easily made available to broader audience than the limited number who will have access to analogue materials and collections. Such access can be expanded to non-traditional audiences like the lifelong learners.
6. **Take less space to store electronically-** Analogue materials and collections on mother tongue usually take more space to store in physical libraries. However, if such collections are digitised, they take less space to store and save in library shelves. It also reduces the cost of maintaining the physical materials.
7. **Valuable in promoting public education-** Digitisation of mother-tongue materials can have tremendous benefits for education. Educational modules on the use and advantages of mother-tongue based education can be developed by institutions and presented on their websites. Museums can be particularly useful in this respect. In-house educational departments of museums can be charged with developing materials technologically that will exploit the potentials of using mother-tongue as a means of instruction to all levels of learners. Such digital collections can be used by schoolchildren and other categories of learners. An outreach programme that facilitates online discussions in mother-tongue between museum staff and schoolchildren can be established. This sort of outreach programme will become an essential way for many museums to fulfil their obligation of public education to the society.

8. **Create more understanding of issues than analogue materials-** When all messages and materials on mother-tongue are digitised and delivered in electronic form, they not only create more understanding of such messages and materials than analogue materials but also ensure high rate of compliance from people to the messages.
9. **Promote social inclusion-** The World Bank, (2013) defined social inclusion as “the process of improving the terms for individuals and groups to take part in society and the process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity, to take part in society”. The language that can directly and uniformly influence a very large group of people, especially the disadvantaged groups, by 'shooting' or 'injecting' them with appropriate messages to improve their active participation in the affairs of their society remains the mother-tongue language. Messages powered in mother-tongue language and electronically disseminated into people's "head" can serve as a powerful means for direct flow of information to them.
10. **Prevent the extinction of mother-tongue languages-** The advocacy for the conversion of analogue mother-tongue materials to digital form will definitely enhance the preservation of the materials and greater access of people, especially researchers, scholars, students, educators, lifelong learners, and policy makers, to mother-tongue materials and collections of all types. The digitisation of mother-tongue materials will therefore prevent the extinction of mother-tongue languages.

Recommended Framework of Using Digitised Mother-Tongue Messages and Materials

There are many justifications for the conversion of analogue mother-tongue materials to digital

or electronic format especially for awareness creation and behavioural change of people on issues of national and global emergency concerns. It is, therefore, recommended that the following should determine the reasons for using digitised mother-tongue messages and materials:

When there is high number of non-literates-

In a society where there are high number of non-literates, awareness creation, which is expected to lead to behavioural change, cannot be effectively achieved through analogue mother tongue materials. Digital mother-tongue materials will enable people to have greater access to collections of all types. For example, the number of out-of-school children in Nigeria is estimated to be 10.2 million (Adamu, 2019 quoted from Punch Newspaper, 13 April, 2019); the number of nomadic school-aged children who are not accessing any form of schooling is put at 3.5 million (**National Literacy Action Plan for 2012 – 2015**); the number of adult non-literates who are not enrolled in adult learning classes is also put at 3.5 million (**National Literacy Action Plan for 2012 – 2015**). The number of primary and secondary school pupils who are most likely to leave school very early due to *appalling, awful, unsafe, and un-conducive learning environment is likely to be significant judging from the pictures below:*





1. This simply implies that the number of non-literate children and adults in Nigeria will continue to rise except *basic literacy learning* intervention programmes are urgently mounted. Therefore, any *basic literacy learning* programme for these non-literate children and adults will achieve greater

success if mother-tongue is adopted. Besides, to ensure that significant proportion of these disadvantaged groups benefits from mother-tongue basic literacy learning programme(s), it becomes imperatively that the printed mother-tongue learning materials be converted to digital or electronic forms.

2. **When the greatest number of people is the target-** If the greatest number of people or broader audience is the target for behavioural change, arising from awareness campaigns, then it becomes highly appropriate to package messages and materials in mother tongue and make them available in electronic forms. Using the COVID-19 as a case study, the preventive campaign measures to halt the spread of the pandemic aimed at all people of the world irrespective of their country, race, sex, race, colour, status, educational or occupational background. Naturally, such campaign measures will make more meaning, understanding and compliance from the people if they are packaged electronically in the first language which people mostly used and are identified with as native speakers-mother-tongue language. Analogue mother-tongue messages and materials can only reach limited of people but digitised mother-tongue messages and materials can reach the greatest number of people.

3. **When phenomenon is strange and just emerging-** If an event is just emerging and it is considered very unusual, strange, curious, or astonishing by those who witness it, then the advocacy and awareness campaign messages should be largely mounted in a language which people are identified with as native speakers and which they mostly used for interaction and communication- the mother-tongue language. In order to achieve widespread success in disseminating information and knowledge to the people on the strange

emerging phenomenon, it becomes desirable to get across to the people through digitised messages and materials in mother-tongue languages.

4. **When high number of people will be negatively affected-** If humanity will be threatened or a high number of the people will be negatively affected with the emergence of a phenomenon, then it becomes appropriate to mount awareness campaigns in mother-tongue languages. Therefore, if behavioural change is the expected outcome of the awareness campaigns in order to mitigate the negative effect of the phenomenon, then it becomes desirable to get across to the people through digitised messages and materials in mother-tongue languages.
5. **When there is high skepticism about the veracity of a phenomenon-** When a phenomenon of national and global emergency concern occurs and a lot of people have a mistaken or wrong belief and they question or doubt the veracity of the phenomenon, then it becomes appropriate to mount awareness campaigns in mother-tongue languages. Therefore, if behavioural change is the expected outcome of the awareness campaigns in order to eliminate the doubt and disbelief by providing the correct and accurate information and knowledge on the phenomenon, then it becomes imperative to get across to the people through digitised messages and materials in mother-tongue languages.
6. **When people are fatalistic about an emerging phenomenon-** When people believe that any occurred event or phenomenon, which will negatively affect them, is pre-determined and they cannot change it, then it becomes appropriate to mount awareness campaigns in mother-tongue languages. Therefore, if behavioural change is the expected outcome of the awareness campaigns in order to change people's orientation that nothing in life is predetermined which

they cannot change, then it becomes imperative to get across to the people through digitised messages and materials in mother-tongue languages.

7. **When there is difficulty in explaining key concepts in the language of the elites-** In any awareness campaign, it is important that notable words and concepts, that can help bring about behavioural change, be clearly explained in a language that will be understood by the greatest number of people. Mother tongue language, rather than the language of the elites, will tremendously help in easing this difficulty. It will help enhance more understanding of people to the meaning of the words and concepts than the language of the elites which can only be understood by limited number of people.

For example, the concepts of *social distancing*, *lockdown*, symptomatic, community transmission, among others, as key words in the awareness campaigns against the spread of COVID-19, may be very difficult for people to understand if conveyed or explained in English Language. For example, if social distancing concept is explained to people in English Language as "*observe at least 6 metre distance from people during interaction and communication*", only limited number of people, who are literate and fluent in English Language, will understand this explanation. A high number of the people, who are non-literates, will find this explanation difficult to understand.

However, if social distancing is explained in Yoruba Language, a mother-tongue language spoken by people in the South-Western Region of Nigeria, thus: *fi aye beta mefa sile ti o ba fe ba enikeji re soro*, this mother-tongue explanation is more likely to be understood by the greatest number of the speakers of the language. This is because it is the language people in the region, both literates and non-literates, were first exposed to at birth. To get across to more people,

when it becomes imperative to convey or explain difficult key words and concepts in awareness campaigns, therefore, messages and materials should be packaged in digital or electronic form and conveyed to people in their native or mother-tongue language(s).

8. **When unnecessary fear is prevalent over an emerging phenomenon-** If the generality of people, irrespective of their educational background, express strong, uncontrollable or unpleasant emotion caused by perceived danger or threat over an emerging phenomenon or event, it is better to package information on the correct knowledge of the event in digital or electronic form and conveyed it to people in their native or mother-tongue language(s).

A good example is the 5G mobile network telecommunication technology which has become a major talk of concern throughout the world. While some people believe 5G is purely an advancement in telecommunication technology, with the fastest internet, that humans will ever see; some people claimed 5G is the cause of COVID-19; some believed it is a biological weapon which can be used to kill people; some believed the radiation coming from 5G mask can cause cancer which can eventually kill humans; some believed that 5G might be used to control chips implanted in people to start controlling their thoughts and behaviour; while some people even linked 5G as anti-Christ mechanism designed to kill people. With this enormous amount of mis and false information about the technology, people need to be properly enlightened and mother-tongue digitised messages will be appropriate and effective to achieve this purpose.

9. **When people's support is needed for new policy implementation-** When new policy is initiated by government, there ought to be awareness campaign to carry along the people and seek their support for the successful implementation of the new policy, especially when such policy is controversial in nature. For example, in Nigeria, policy intents are not clearly and adequately explained to the people before implementation. This accounts

for the misinterpretation of misrepresentation of most policy intents by the people. Therefore, to seek people's support for effective implementation of a policy, the intent must be communicated in a language widely spoken and mostly used by the generality of the people in each region. Such language remains the mother-tongue whose means of dissemination should be in electronic or digital form to reach the greatest number of people.

10. **When solutions to the emerging phenomenon are not yet in sight-** Awareness campaigns are mostly mounted to increase people's knowledge-level of an emerging pleasant or unpleasant phenomenon or event and re-orientate them for attitudinal and behavioural change. In a situation where the phenomenon is unpleasant such as health issue and the solutions are not yet in sight, it becomes imperative for people to be adequately and sufficiently informed and educated to engage in safe practices. A good example is the COVID-19 pandemic. The most appropriate language to adopt for such information dissemination remains the language widely spoken and mostly used by the people in each region which is mother-tongue. It will also be most efficacious if the mother-tongue language information dissemination process is done electronically to reach the people. Analogue materials cannot achieve this.

Conclusion

The advantages of converting analogue materials and collections on mother-tongue languages to digital or electronic form are numerous and unquantifiable as discussed in this paper. The greater impact of information and communication technologies to all spheres of human activities should be extended to building a rich digital library on mother-tongue languages. Development of digital mother tongue collections can constitute a great and

profound challenge in Nigeria. It is in this regard that Universities in Nigeria are called upon, through the Departments of linguistics and other affiliates, to take major initiative of building a digital or e-library repository of mother-tongue languages. The digital library will be readily and economically available for use by a defined community or set of communities.

This will not only help in documentation, conversation, preservation, and bridging the gap existing in analogue collections on mother-tongue languages; but will also help in proliferation of data available to be used by researchers, teachers, educators, students, lifelong learners, and policy makers for broad-ranging genealogical researches and policy making. Besides, it will also ensure greater access of people to mother-tongue collections of all types. Through the digitisation of mother-tongue collections, the extinction of mother-tongue languages which has been the fears of many people will be prevented.

Furthermore, Universities in Nigeria, through their Departments of linguistics and other affiliates, should come together to take a significant step in initiating a national mother-tongue digitisation project to be tagged *Library of Conservation of Digital Mother-Tongue Collections* where electronic image of every item or collection on mother-tongue languages, particularly in Yoruba, Hausa, and Igbo, the three major languages in Nigeria, will be created and placed online in a website. With the application of the right technological tools and careful attention to the design of the user interface, it will be possible to search, browse and compare mother-tongue materials online in useful and creative ways. Digital images or texts on mother-tongue materials and collections can be integrated with and linked to other materials to provide an enriched archive of materials. When this is done, the framework of usage of digitised mother-tongue collections, discussed in this paper, can then be applied to reach people where the dominant mother-tongue languages are spoken.

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Effects of Class Size, Task-Based and Traditional Methods of Teaching Punctuation Marks on Senior Secondary School Students' Proficiency in using Punctuation Marks

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Abstract

This study was designed to determine the effects of class size and two methods of teaching punctuation marks on Senior Secondary students' proficiency in the use of punctuation marks in Ikpoba Okha Local Government Area of Edo State. This study was carried out using the pretest posttest control group quasi-experimental design with a 2x2x2 factorial matrix. The participants were 260 students from four intact classes in two senior secondary schools were used for the study. The questionnaire titled English Language Punctuation Questions (ELPQ) designed by the researchers was the instrument used for collecting data with a reliability co-efficient of 0.72. Data collected were analysed using ANCOVA and tested at 0.05 level of significance. This study revealed that students taught punctuation with the Task Based Method (TBM) performed better than students taught punctuation with the Traditional Method (TM); students taught punctuation in smaller classes performed better than students taught punctuation in larger classes using the two methods. Based on the findings, TBM was most effective in small or normal sized classrooms. Consequently, English Language teachers handling large classes should incorporate the principles of TBM in the teaching of composition writing.

Keywords: Writing, Punctuation Marks, Task Based Method, Traditional Method, Class Size.

Introduction

Writing is the act of communicating one's ideas, opinions and thoughts through signs and symbols. Written communication, an exceptional trait of humans, is an indispensable tool in life because humanity relies on writing for communicating far and wide and from generation to generation. Writing is also an essential skill and the basis for judging the level of competence, values, ideas and personality. Indeed, success in academics depends on one's ability to put down thoughts properly and effectively in writing. Muodumogu and Unwaha (2013) see it as foundational to success in academics, in the work place and in the global economy.

Mechanics, which constitutes the rules of written language and is at the heart of writing, includes capitalization, punctuation and spelling. Mechanics enables one to weave words, phrases and clauses together for grammatically correct and precise writing. Punctuation marks, an aspect of writing mechanics, are symbols that are used to aid the clarity and comprehension of written language. Punctuation marks give clarity to written communication by helping to bring order within

and between sentences. No wonder Babajide (1996), states that writing is the act of expressing one's thoughts or feelings through the use of words and punctuation marks on the surface of the paper. Without punctuation, it will be difficult to understand any piece of writing. In Nigeria, composition writing is a compulsory requirement for passing the English Language which is a compulsory subject for all Nigerian students. English language essay/composition is judged on several perimeters (organization, content, expression and mechanical accuracy) and under mechanical accuracy, punctuation is judged very prominently because of its ability to influence meaning. Many students score zero out of a maximum of 10 marks allotted to mechanical accuracy hence the need to look at ways of enhancing its mastery. The West African Examination Council demands skilled and sophisticated use of punctuation.

Teachers in Secondary schools in Nigeria use the Traditional Method of teaching which is basically, a teacher- focused approach (Elsayed, 2020). The teacher dictates notes, stops to give explanation, while students listen passively. The teacher is in control of the learning environment wielding power as he/she deems fit. The effect is

that students are passive learners barely able to acquire the relevant skills in class without extensive practice and this could lead to the poor performance seen in both internal and external examinations.

There should be more emphasis on skills and competencies than on form/content. This is precipitated on the belief that skills and competencies are acquired through active participation in the learning process as opposed to form which is largely theoretical. The Task-Based Method is student centered involving students' active participation. Activities focus on students' ability to use the target language in authentic meaningful tasks. Students carry out the tasks themselves to decipher the correct placement of the punctuation marks. Huang (2016) in his study found out that Task Based Language Teaching increased interest, enjoyment and improvement in language skills especially in speaking and writing. The findings of Roberts (2018), was similar to that of Huang in that TBM improved fluency, accuracy and positive feeling towards learning. Mugableh and Khreisat (2019) in conformity stated that the TBM when used in teaching writing skills improved organization, content, mechanism, grammar and vocabulary.

Large class size that characterize public schools make it difficult for English Language teachers to monitor students' progress. According to the Nigerian National Policy on Education (FGN, 2013), the student teacher ratio should be one teacher to not more than forty (40) students. This is hardly adhered to as public schools have class sizes ranging from eighty to hundred and above. Large class size has negative effects on academic task (Adeyemi, 2012; Adeyela, 2016). Pedder (2006) in her study found out that large classes offer few opportunities to teachers to employ quality teaching and unable to act as a good learning environment. AL-Jarf (2006) stressed that large classes inhibit small group activities and individualized instruction, however, Nakabugo (2003) and O'Sullivan (2006) stated that it is not the class size that affects learning but teacher quality and methodology. This study, therefore, examined

the effects of class size and the relative effectiveness of the Task-Based and the Traditional Methods of teaching punctuation marks on Senior Secondary School students' writing.

Statement of Problem

Although, punctuation marks are included in the scheme of work to be taught starting from the primary school through to the Senior Secondary level, many students score zero under Mechanical Accuracy in school and WAEC essays. What could be responsible for the inability of students to use punctuation marks effectively? Could it be said that the teaching methods used by their teachers are to blame? The traditional method of teaching mostly used in secondary schools in Nigeria (Bondeli, 2008) is teacher-centered and leads to passive learning. The teeming population of students in our classes compounds the problem. If punctuation marks are taught in more practical ways in spite of the large class size, will students' mechanical accuracy in essay writing be improved upon?

This study therefore was designed to find out if the Task Based Method of Teaching will improve students' performance in the use of punctuation marks when compared with the traditional method..

Null Hypotheses

1. There is no significant difference in punctuation proficiency between students taught punctuation with the Task Based Method and those taught with the Traditional Method.
2. There is no significant difference in punctuation proficiency between students in large classes and those in small classes taught punctuation with the Task Based Method and Traditional Method.

Methodology

The pretest posttest control group quasi-experimental design was used with a 2x2x2 factorial matrix. One local government area, Ikpoba-Okha in Benin City was used as the

study location. Two Senior Secondary Schools in the local government area were purposively selected based on their class size (one large and one small). The sample size was 260 students from 2 schools (1 school with a large class size and 1 school with a small class size). 2 intact classes in each school were used. In school 1 with the large class size, 100 students were used for the experimental group and 100 students were used for the control group while in the 2nd school, 30 students were used for the experimental group and 30 for the control group. The instrument that was utilized was the English Language Punctuation Questions (ELPQ) with a reliability co-efficient of 0.72. The researchers with the help of the research assistants administered the questionnaire titled English Language Punctuation Questions as pretest to all the participants a day before the commencement of the experiment. The experiment was for a duration of six (6) weeks. The teaching was carried out in six (6) lessons of forty minutes each per week for both the experimental and the control group. The research assistants taught the control groups in the two schools with the normal teaching method, the Traditional Method, while the researchers taught the experimental groups using the Task Based Method. The objectives and content for each group was the same but the

method of presentation was different. The instructional package for the Traditional Method incorporated the principle of Behaviorism which is centered on rote learning and the teacher being the focal point in class. The instructional package for the experimental group incorporated the tenants of the Task Based Method having the Pre Task, Main Task and the Post Task. The students worked in collaborative groups and in pairs taking charge of their learning. Instructional materials like video clips, textbook, realia that helped the students to take charge of their learning was highly utilized by getting the students to watch, read, think, manipulate and apply what has been learnt. After six weeks of teaching, the posttest was administered, scored and collated. The pretest and post test scores of the students were compared to see if there were differences in the scores. Analysis of Covariance (ANCOVA) was employed for data analysis and tested at 0.05 level of significance. ANCOVA is used in quasi-experimental research when subjects cannot be assigned randomly to control and experimental groups.

Results

The findings of the study are presented in the order of the research questions raised

Hypothesis One: There is no significant difference in punctuation proficiency between students taught punctuation with the Task Based Method and those taught with the Traditional Method.

Table 1: Descriptive statistics of the posttest analysis of the difference in the use of punctuation marks

| Instructional Method | N | Mean | Std. Deviation | Std. Error Mean |
|-----------------------|-----|--------|----------------|-----------------|
| Posttest Experimental | 120 | 6.1667 | 1.51371 | .13818 |
| Control | 130 | 5.6846 | 2.09108 | .18340 |

The mean of the experimental is 6.1667 while the control is 5.6846; the standard deviation is .51371 and .09108 respectively. Since there is

no significant difference, a t-test analysis was done.

Table 2: Independent Samples Test by Method

| | Levene's Test for Equality of variances | | | | | t-test for Equality of Means | | 95% Confidence interval of the Difference | |
|----------------------------------|---|------|-------|---------|----------------|------------------------------|-----------------------|---|--------|
| | F | Sig | T | Df | Sig (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Posttest Equal variances assumed | 4.783 | .030 | 2.073 | 248 | .039 | .480205 | .23253 | .02407 | .94003 |
| Equal variances not assumed | | | 2.099 | 234.954 | .037 | .48205 | .22963 | .02965 | .93445 |

Table 2 shows a t value of 2.073 and a p value of 0.030. Testing at alpha level of 0.05, the p value is less than the alpha level. Therefore, the null hypothesis which states that “there is no significance difference in punctuation proficiency between students taught punctuation with the Task Based Method and those taught with the Traditional Method” is rejected. Consequently, there is a significant difference in the use of punctuation marks between students taught punctuation with the

Task Based method and those taught with the Traditional Method. This implies that the Task Based Method improved students' use of punctuation marks more than the traditional method.

Hypothesis Two: There is no significant difference in punctuation proficiency between students in large classes and those in small classes taught punctuation with the Task Based Method and Traditional Method.

Table 3: Descriptive statistics of the posttest analysis of the difference in the use of punctuation marks by class size.

| | Class size | N | Mean | Std. Deviation | Std. Error Mean |
|----------|-------------|-----|--------|----------------|-----------------|
| Posttest | Large class | 200 | 5.8700 | 1.55731 | .11012 |
| | Small class | 50 | 6.100 | 2.73488 | .38677 |

The mean of the large class is 5.8770 and that of the small class is 6.100 while the standard deviation is .55731 and .73488 respectively. Since there was no difference, t-test was done.

Table 4: Independent Samples Test by class size

| | Levene's Test for Equality of variances | | | | | t-test for Equality of Means | | 95% Confidence interval of the Difference | |
|----------------------------------|---|------|-------|--------|----------------|------------------------------|-----------------------|---|--------|
| | F | Sig | T | Df | Sig (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Posttest Equal variances assumed | 14.676 | .000 | .786 | 248 | .433 | .2300 | .29257 | -80624 | .34624 |
| Equal variances not assumed | | | -.572 | 57.173 | .570 | -23000 | .30214 | -103522 | 57522 |

The table shows a t value of 0.786 and a p value of 0.000. Testing at alpha level of 0.05, the p value is less than the alpha level. Therefore, the null hypothesis which states that “there is no significant difference in the use of punctuation marks between students taught in large classes and those in smaller classes using the two methods” is rejected. Consequently, there is significant difference in the use of punctuation marks between students taught in large classes and those in smaller classes using the two methods.

Discussion of Findings

The findings reveal that students taught punctuation marks with the Task Based Method performed better than students taught punctuation marks with the Traditional Method. The result of this study is in agreement with literature which states that Task Based Method improves different aspects of second language acquisition (Huang, 2016; Robert, 2018; Mugableh & Khreisat, 2019). The Task Based Method was able to improve performance in the use of punctuation marks in spite of the poor learning environment. Due to the absence of a public address system, the teacher had to move from one end of the classroom to the other to give basic instructions. Pairing and group work which are essential components of TBM were largely frustrated because the groups sat in close proximity of each other with the attendant increase in the noise level in the class. If implemented in an ideal classroom, the impact will be greater.

The results show that students taught punctuation in small classes did performed better than students taught punctuation in larger classes using the two methods. This is in line with AL-Jarf (2006) who states that large classes inhibit small group activities and individualize instruction, because of the noise level and lack of space in the classroom. However, this is not in line with Nakabugo (2003) and O'Sullivan (2006) who emphasized that it is not the class size that affects the learning process but teacher quality and methodology that counts greatly.

Conclusions

The TBM offers great potential in improving English Language learning, thereby, enhancing proficiency in the use of punctuation marks. The TBM worked more effectively than the Traditional Method in small classes than it did in large classes.

Recommendations

It is recommended that Teachers should embrace the TBM because it has the ability to improve language acquisition, especially in normal sized classes. Curriculum planners/designers should include the principles of TBM in planning the curriculum for students; in other words, the curriculum should be more student centered. Textbook authors should introduce the principles of TBM when writing textbooks. Classrooms should be decongested in schools that are overpopulated by building new sets of classrooms, providing chairs and tables for the students.

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Digital Literacy Skills of Teachers of English in Ondo State: Implications for Literacy Development

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Abstract

This study examined the digital literacy skills of English as a second language(ESL) teachers in Ondo state, Nigeria. The ex-post facto research design was adopted for this study. Through random simple and sampling technique, 68 Teachers of English were selected across four Local Government Areas of Ondo state. ESL Teachers Digital Literacy Skills Questionnaire (r=) was used for the study. Two research questions were answered and two hypotheses were tested at 0.05 level of significance. Data were analysed using PPMC and T-Test. Findings revealed that the digital literacy skills of the English language Teachers in Ondo State is poor; inadequate ICT facilities in schools and lack of funds to purchase ICT equipment [mean= 9.06; mean= 8.99] were the major challenges facing the use of ICT in secondary schools in Ondo state; there was no significant relationship between L2 Teachers' academic qualification and teachers' digital literacy skill [PPMC (r = .02)]; and there was a significant difference in the digital skills of urban and rural school teachers (F = .005 > t= -.443). On the basis of these findings, it was recommended that teachers should consciously upgrade their digital literacy skills, while government should make digital literacy skills one of the teaching job requirements.

Keywords: Literacy, Digital literacy skills, , ICT facilities, Teachers of English

Introduction

Ab initio, scholarship in Africa, Nigeria inclusive, was traditional and crude, restricted to a mere acquisition of the 3rs (reading, writing and arithmetic) which shaped the nucleus of the old system of education. With the rapid expansion in the field of Information Communication Technology (ICT) in the past few decades and its brewing effect on the evolving *net generation*, the traditional conception of literacy no longer suffice due to the fact that the present-day generations of learners live in a digital ecosphere and therefore, have through early interaction with digital technologies grasped the art of using technology to solve their immediate needs and problems. In the light of this, it is expected of any teacher who wants to be relevant in this century to be digitally literate in order to catch up with his/hers learners.

The world is in constant flux of change; so are the inhabitants. Every progressive educator around the world, according to Tapscott (2008:134), is expected to change their pedagogies to fit the demand of the fast-paced world where ability to think and learn and find out things is more important than mastering and regurgitating a body of knowledge over and

over again. He expounds further that in the contemporary society, what you know does not really count rather how you navigate in the digital world and how you use the information available at your disposal. To him, this is the new method of learning. For the authors, Paul, Kerkhoff and Spires (2017), digital literacy has not only changed the educational standards, but it has also changed the content (curriculum) that must be taught in the schools. This change in the contents of learning items further stretched the role of teachers in the classrooms, in addition to improving the existing knowledge and skills; it is apposite to develop their digital literacy skills in order to successfully integrate this new methods in the classrooms (Milena and Sladana, 2019).

Taking cognizance of the changes in the evolving world and its pressure on ICT, it is therefore impossible not to integrate digital literacy into the teaching profession and teachers' professional development since they bear the onus of providing the learners with appropriate experiences that would “allow them to successfully engage with digital technology and prepare them for 21st century skilled life after school” (Kumari & D'Souza, 2016:141). It is for this essential role that teachers' trainings

and re-trainings were recommended, by so doing, they acquire and get furnished with the necessary digital skills that would prepare them to meet the current demand of 21st century and be able to handle the evolving sophisticated teaching-learning applications. In their submissions, Kumari *et al* (2016) emphasize that every digitally literate teacher provide invaluable supports to their learners with their abilities and technically innovative skills in order for them to achieve global standards in the digital world. While it is also important to mention that global standard is only attainable when ICT tools and web-based collaborating learning are well integrated in classes, i.e., ICT paraphernalia are not only essential for content transmission, but are also used to develop students' digital competence, with chief foci on their learning processes.

In recognition of the above and its implication for educational standards in Nigeria, there have been outcries from different academic circles on the necessity for teachers, L2 teachers inclusive, to embrace the use of ICT and its bits and pieces for the teaching and learning of English language. Reports abound on the indispensability of digital literacy in the teaching and learning of English globally and more worryingly, there are also growing numbers of research indicating the dearth of digital literacy skills among the teachers of English both at the local and the international level (Dashtestani, 2014, Milliner and Cote, 2018, Son, Robb, & Charismiadji, 2011). For instance, L2 teachers in Nigeria have been obliged to use Computer-Assisted Language Learning (CALL) and Information Communication Technology instructions since the 1970s (Kesler, 2006), to the best knowledge of this researcher; many L2 teachers have not been given this obligation an optimum attention and as a result, have not benefitted from it.

A number of L2 teachers failed to understand that learning is no longer a fixated (time and place bound) enterprise as we used to have it in some decades ago. The recent outbreak of Coronavirus disease which forced millions of our students out of schools for the periods of

nine months (in Nigeria) is a pointer to the fact that it is no longer safe to hold unto the old tradition of education which confined learning to the four walls of classrooms. During the pandemic lockdown, millions of Nigerian students had no access to online opportunities which made quite a number of them to fall behind their learning schedule. Bhatkhande (2020) reports that 6 million new students joined BYJU's online learning platform during the month of March 2020 alone. He continues that as schools remain shut, students began moving online for literacy development. Implicated in the above is the fact that digital literacy *is* central to literacy development in the present digital age.

Digital literacies, according to Healey, Hegelheimer, Hubbard, Ioannou, Kessler, & Ware (2008), are now recognized alongside traditional literacies as essential skills that language learners and teachers need in order to function effectively in the society. L2 Teachers have been encouraged to consider how they can effectively prepare students to exercise and develop digital literacies because it can lead to better job prospects, increased interaction in society, support more autonomous language learning, and provide wider entertainment options (Cote & Milliner, 2018, Corbel & Gruba, 2004; Healey et al., 2008). Benefits of digital literacies according to Corbel and Gruba (2004) include:

- ability to communicate effectively;
- learning to interact with people;
- ability to function effectively in the workplace and
- Aptitude to learning new ideas and for fun and pleasure.

It follows then that if students should have those skills, it is important to ensure that teachers are capable of using the skills as well.

There has been growing number of arguments as to what influences teachers' digital literacy skills. Is it the teachers' experience or their academic qualifications? According to Usman as cited in Musau & Migosi (2015:84), a qualified teacher is the one that "holds a teaching certificate and/or licensed by the state,

owns at least a bachelor's degree from a four-year institution and well qualified in his/her area of specialization". To Edu and Kalu (2012) as cited in Abe (2014) they are those who have gone through various academic training and has obtained qualifications such as HND, B.Sc, B.A, M.A. *inter alia*. Undoubtedly, teachers' certification status and degree in area of specialization are very significant and positively correlated with students' learning outcome (Abe, 2014) But does having a degree amount to possessing digital skills? No! Teachers as role models need to intentionally acquire digital literacy skills in addition to their degree certificates so that they can groom and manage the modern learners' digital literacies in this evolving and multi-dimensional digital world.

Another variable considered in this study is school location. In this context, school location refers to where a school is positioned, either in the rural or urban area. In his words, Lawal (2001) states that the future of the students is invariably linked to the quality of his or her environment (sic), i.e. where the school is located determines the kind of facilities within such region. For instance, in the urban area, one can buy as many electronic technological devices with the full confidence that one would have access to electricity but in rural area, the chances of getting stable electricity is very minimal. Logically, it then follows that teachers of English in the rural area may not have access to ICT facilities considering the fact that those areas rarely have access to electricity and this could inhibit their digital literacy abilities. It is also expedient to mention that some urban centres have no access to ICT facilities and good internet network; teachers in such locations have the tendencies to have low digital literacy skills. In the light of this background, this study examines the digital literacy skills of L2 Teachers in both urban and rural centres of Ondo state. To this end, this study explores the digital literacies of L2 Teachers and its implications for literacy development in Ondo State, Nigeria.

Research Questions

The study will be guided by the following Research Questions.

1. What are the Digital Literacy Skills possessed by Teachers of English in public secondary schools in Ondo State?
2. What are the challenges militating against the use of ICT in language classes in secondary schools in Ondo state?

Research Hypotheses

H01: There will be no significant relationship between L2 Teachers' academic qualification and Teachers' digital literacy skills.

H02: There will be no significant relationship between L2 Teachers' Digital Literacy Skills and School location

Methods

An Ex-post facto research design was adopted for this study. This research design sought to find the cause – effect relationships of variables. The population for the study comprises of all L2 Teachers in public secondary schools in Ondo state, Nigeria. Through Simple random and sampling technique, a total of sixty-eight (68) L2 Teachers in secondary schools in Ondo West, Odigbo, Ese Odo and Irele Local Government Areas were selected for the study. While Ondo West and Odigbo constitute the urban area, Ese Odo and Irele were categorized as the rural area. Thirty-four (34) Teachers of English were drawn from each of the areas. The instrument for the study was a self-structured questionnaire titled: L2 Teachers Digital Skills Rating Scale (TEDSRS) which comprises of fifteen (20) research items. The instrument has three sections: the first part sought for basic information from the teachers; the subsequent sections sought information regarding teacher's digital literacy skills while the third section sought for information on the various factors militating against the use of ICT in secondary schools. Items on Teachers' digital literacy skills were based on 3-point rating scale while the other section which sought L2 teachers'

perspectives on the factors militating against the use of ICT in language classes on the scale of 10. The reliability of the instrument was tested using Pearson Product Moment Correlation (PPMC). The results $r = 0.77$ shows that the instrument is reliable. The research questions were answered using descriptive and Pearson Product Moment Correlation (PPMC), while the

hypotheses were tested using PPMC and Independent Sample t-Test.

Results and Discussions

Answers to the Research Questions

Research Question 1: What are the Digital Literacy Skills possessed by L2 Teachers in public secondary schools in Ondo State?

Table 5: Showing the Digital Literacy Skills Possessed by L2 Teachers in Public Secondary Schools in Ondo State

| | N | Minimum | Maximum | Mean | Decision |
|--|----|---------|---------|--------|----------|
| Do you have a computer? | 68 | 1.00 | 2.00 | 1.6765 | No |
| Do you search for information online to augment your teaching? | 68 | 1.00 | 2.00 | 1.8676 | No |
| Can you create an online platform, either through social media or computer by yourself? | 68 | 1.00 | 2.00 | 1.8676 | No |
| Can you download Zoom application or set up Skype or Google meet interface by yourself? | 68 | 1.00 | 2.00 | 1.8676 | No |
| Can you deliver lectures via social media with no assistance on the set up? | 68 | 1.00 | 2.00 | 1.8676 | No |
| Did you attend the conference organized by Microsoft on how to use Team application for students and teachers around May 2020? | 68 | 2.00 | 2.00 | 2.0000 | No |
| Can you create a simple website for learning? | 68 | 1.00 | 2.00 | 1.9118 | No |
| Can you send and download files online? | 68 | 1.00 | 2.00 | 1.8676 | No |
| During the lockdown, did you engage your students online using any of the social media application? | 68 | 1.00 | 2.00 | 1.9559 | No |
| Do you have a social media account? | 68 | 1.00 | 2.00 | 1.3382 | Yes |
| Valid N (listwise) | 68 | | | | |

The table above analyses L2 Teachers' digital literacy skills in Ondo state. For this study, a mean value of 1.5 is set as a benchmark for decision making. The mean value of 1.5 and above indicates "no" while the one below indicates "yes". The first item indicates the mean of 1.7 which implied that most of the Teachers of English have no personal computer. The second item on the table, do you search for information online to augment your teaching? The results $[M = 1.9]$ shows that the teachers do not make use of online materials at all. The third item with the mean value of 1.87 reveals that majority of the Teachers of English in Ondo

state cannot create an online platform, either through social media or computer by themselves. The next item which sought for Teachers of English's ability to download Zoom application or set up a Skype or a Google meet interface by themselves reveals that majority of the teachers cannot setup online application for learning $[M = 1.87]$. In the same vein, the results on delivering lectures on social media without helping the teachers with the set ups indicates that majority of them cannot teach online without external help $[M = 1.87]$. The mean values of $[2.00]$ shows that none of the sampled teachers of English attended a free online

conference organized by Microsoft for teachers and students on the utilization of Team application for online learning. The results on the item that sought for information from the teachers of English if they could create a simple website for learning indicate that a great numbers of teachers could not create a simple website. The results on can you upload and download files online? reveals that a good number of Teachers of English cannot upload or download files online [M = 1.87]. The mean

value of [1.96] shows that 95% of the teachers did not make any efforts to reach their students online during the Covid -19 lockdown. On a final note, a good percentage of Teachers of English in Ondo state have social media accounts [Mean = 1.3].

Research Question 2: What are the challenges militating against the use of ICT in language classes in public secondary schools in Ondo state?

Table 6: Showing the Challenges Militating Against the Use of ICT in Language Classes in Public Secondary Schools in Ondo State

| | N | Minimum | Maximum | Mean | Decision |
|---|----|---------|---------|--------|----------|
| Epileptic power supply | 68 | 6.00 | 10.00 | 8.0294 | .88048 |
| Slow network | 68 | 5.00 | 9.00 | 6.9412 | .97556 |
| Lack of inadequate ICT facilities in schools | 68 | 4.00 | 10.00 | 9.0588 | 1.99912 |
| Non-integration of ICT in secondary school curriculum | 68 | 5.00 | 9.00 | 6.1618 | .94015 |
| Lack of funds to purchase more ICT tools | 68 | 8.00 | 10.00 | 8.9853 | .44024 |
| Lack of interest in ICT application among students | 68 | 4.00 | 7.00 | 5.0147 | .72261 |
| Lack of language laboratory | 68 | 4.00 | 8.00 | 4.7206 | 1.38052 |
| Non-compliance to instructions by the students | 68 | 3.00 | 3.00 | 3.0000 | .00000 |
| Lack of maintenance culture | 68 | 2.00 | 2.00 | 2.0000 | .00000 |
| Lack of adequate managerial skills on the part of the school administrators | 68 | 1.00 | 1.00 | 1.0000 | .00000 |
| Valid N (listwise) | 68 | | | | |

The table above presents the challenges militating against the use of ICT in language classes in secondary schools according to their order of magnitude. In the table above, lack of adequate ICT facilities in schools has [9.06] and lack of funds to purchase ICT tools [M = 8.99] constitutes the major challenges facing the use of ICT in secondary schools in Ondo state. Other challenges include: Epileptic power supply [M = 8.03], Slow network [M = 6.94], Non-integration of ICT in secondary school curriculum [M = 6.16]. Items such as lack of interest in ICT application among students [M =

5.01], lack of language laboratory [M = 4.72], non-compliance to instructions by the students [M = 3.0], Lack of maintenance culture [M = 2.0] and lack of adequate managerial skills on the part of the school administrator were ranked 6th 7th 8th 9th and 10th respectively by the L2 Teachers.

Testing the Null Hypotheses

H01: There will be no significant relationship between Teachers of English's academic qualification and Teachers' digital literacy skills.

Table 7: Pearson Correlation Co-efficient showing the Relationship between Teachers of English's Academic Qualification and Teachers' Digital Literacy Skills

| | | Academic Qualification | Teachers Digital Skills |
|--------------------------|---------------------|------------------------|-------------------------|
| Academic Qualification | Pearson Correlation | 1 | .015 |
| | Sig. (2-tailed) | | .903 |
| | N | 68 | 68 |
| Teachers' Digital Skills | Pearson Correlation | .015 | 1 |
| | Sig. (2-tailed) | .903 | |
| | N | 68 | 68 |

The result above revealed that L2 Teachers' academic qualification had no significant relationship on their digital literacy skills. The table above showed a PPMC correlation of 0.015 at significant level .903. In other words, the correlation $r = .015$ calculated is less than .903 ($r_{cal.} .015 < r_{cri.} .903$). Since the calculated value $r = .015$ is lesser, we therefore retain the null hypothesis which states there is no significant relationship between L2 Teachers' academic qualification and Teachers' digital literacy skills. Irrespective of the fact that all the respondents are qualified and trained Teachers, yet they are not digitally literate. The result proved that the observed variable in the Table above is not significant. In other words, there is no significant relationship between L2 Teachers academic

qualification and Teachers' digital literacy skills. The findings confirmed the formulated null hypothesis 1. The results of this study is in consonance with the findings of Musau *et al* (2015) who confirmed in their study that the teachers' professional qualifications did not have a significant influence on tudents and their academic performance. However, the findings of Abe (2014) negate the results of this study. In his study, teachers' qualifications had positive effects on students and a significant difference did exist in the performances of students taught by professional teachers and non-professional teachers.

H02: There will be no significant difference between Teachers of English Digital Skills and School location

Table 8: Independent sample t-Test showing the differences between L2 Teachers' Digital Skills and School Location

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Teachers Digital Skills | Equal variances assumed | .005 | .941 | -.443 | 66 | .659 | -.27792 | .62677 | -1.52930 | .97346 |
| | Equal variances not assumed | | | -.443 | 65.684 | .659 | -.27792 | .62695 | -1.52977 | .97393 |

The result in the table above indicated that there is a significant difference between Teachers of English Digital Skills and School location. The results reveals that F calculated value .005 is greater than the t value of -.443 at df 66 [$F_{cal. .005} > t\text{-val. } -.443$] at 0.05 tailed test. The null hypothesis which states that there is no significant difference between urban and rural school teachers' digital skills is therefore rejected. The teachers in the urban centres have better digital literacy skills than their counterparts in the rural area.

Conclusion

Today, the roles of teachers have become more complex in this digital era where there is no limit to what one can know. Thus, teachers are not expected to have just a mastery of their teaching subject, beyond that, they are expected to become technologically oriented, open-minded, collaborators, critical independent professionals and facilitators who will not only *spoon-feed* students with information but help them in analyzing the quality of new sources and how to navigate the digital world. These nascent roles present challenges to the teachers. Following his submissions, Sharma (2017) holds that students should become more competitive, interrogative, knowledgeable and demands more from the teachers in a digital age. He added that modern students, also known as the "Digital Natives" are always on, learning and thinking differently using Facebook, Twitter, Instagram and through other social platforms on their phones and tablets. This first challenge makes it difficult for them to concentrate in classes and thereby toughening the work of the teachers. Teachers' digital literacy skills is a *sine qua non* to integrating digital literacy in classes thereby making learning easy and interesting through the same form they are familiar with. The present study shows that the digital literacy skills of Teachers of English in Ondo State is nothing to write home about. From the findings of the study, an average teacher does not own a personal computer or laptop which imply that they may not even be able to operate it if at all they have

access to it and this would consequently inhibit their ability to help students develop their own literacy skills in the eventuality of pandemic like Covid -19 and also, hinder them from teaching the students the essential digital skills to navigate the *net* world

Recommendations

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

- Teachers of English should consciously upgrade their digital skills.
- Government should make digital literacy skills one of the job requirements
- Government should provide basic ICT facilities to schools
- Funds should be made available for the purchase of ICT facilities in the school
- All Teachers of English should at least own a computer or a laptop
- Teachers of English should be enrolled on short courses on how to host online lectures
- All students should be provided a phone and trained on how to connect to online tutors by themselves
- Teachers of English should consciously give online assignments to students as their C.A

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Effects of Word Connect Games on Primary School Pupils' Achievement in the English Language Spelling and Vocabulary

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Abstract

This paper investigated the effects of word connect games on primary school pupils' achievement in the English language spelling and vocabulary. The use of word connect games is an innovation in the teaching of spelling and vocabulary in the formal school setting. The population of the study constituted of all the 1157 primary 5 pupils in the 2018/2019 academic session in the 52 government owned primary schools in Enugu North Local Government Education Area. 85 pupils in four intact classes were used for the study, 2 experimental group classes and 2 control group classes. The pre-test – post test non equivalent control group design was the specific quasi-experimental design that was used in the study. 20 spellings and 20 vocabulary test items were used for the study. The experimental groups were taught spelling and meaning of some vocabulary words using word connect games while the control groups were taught using the conventional teaching method. The research questions were answered using mean and standard deviation. The results of the study show that the control group had a mean score of 40.88 and 41.75 in the English spelling and vocabulary while the experimental group had a mean score of 51.33 and 47.22 in the post test. The researcher recommends among others that ICT facilitated educational games should be made an integral part of the English language teaching and learning process with specific reference to the teaching of spelling and vocabulary.

Keywords: word connect games, primary school, English language, spelling, vocabulary.

Introduction

Language is an indispensable tool of communication in any given human community. Otagburuagu (2020:1) explains that “language is a unique attribute of man as homo sapiens – a means of verbal communication which situates man in his culture and gives him a linguistic identity and power.” It is through this means of communication that individuals express their thoughts, emotion, needs, and desires to others. Language ensures a cordial interpersonal and international relationship; its absence usually spells doom.

The English language is one of the living and major languages in the world. English is the largest language by number of speakers and third largest language by number of native speakers. It is equally the most widely studied language in areas where it is not native. In Nigeria, English is used as the lingua franca and as a second language. The second language L_2 refers to any language that is not a person's native language that is learnt after the acquisition of the first language (L_1). Oluikpe and Oluikpe (2014:25) imply that “the second language is the learning of another language whether second, third or foreign after the

acquisition of the first language (L_1). The English language occupies a fundamental and pivotal position in the Nigeria educational system. The National Policy on Education (2004) stipulates that the medium of instruction in the first three years in the primary school shall be the language of the immediate environment during which English shall be taught as a school subject. It further clarifies that English shall progressively be used as the medium of instruction from the fourth year in the primary school to the tertiary level. English is a core subject that is studied in the nursery, primary and secondary schools. All textbooks in all the academic disciplines are written in the English language except the indigenous languages and French. In the wider world, English is the language of science, aviation, computer, diplomacy and tourism (English language center, 2016). It is the language of international business, the language of research and the language of mass communication. For one to use the English language effectively, one should be competent in all the four language skills which include: listening, speaking, reading and writing. The language user should equally have enough vocabulary to participate actively in

communication through the spoken and written modes and also be conversant in his spelling for him to excel in the writing skills.

The primary school offers the basic foundation for the acquisition of the four language skills in the English language. The primary schools offer education to children aged between 6 and 12 years. The first objective of primary education as documented in the National Policy on Education (2014:10) is to “inculcate permanent literacy, numeracy and ability to communicate effectively.” This objective is only realisable when the primary school pupils have enough of the English language vocabulary and are also able to correctly spell the words they have learnt. The Longman Dictionary of Contemporary English Online (1978) defines vocabulary to include:

- all the words that someone knows, or uses
- all words in a particular language
- the words that are typically used when talking about a particular subject
- the range of possible features, effects, actions etc especially in a type of music or art; the vocabulary of jazz
- a list of words with explanations of their meanings, especially in a book for learning a foreign language.

These stock of words known to a particular individual which he understands and makes use of in his speech and writing will enable him to become an efficient and proficient user of the English. But, this proficiency is inadequate if he has not mastered his spelling in the English language.

Spelling is the key to any meaningful communication in written English. The English spelling is intertwined in the reading and written skills. Berninger and Fayol (2008:1) explain that “spelling is a code that uses letter sequence to represent specific words that have an associated pronunciation and meaning within the mental dictionary. The mastery of the English spelling is complicated because the spelling rules of English are arbitrary, irregular and complicated (Berninger & Fayol; Kareema, 2013; Ogbu, 2020). The problematic nature of the English spelling could be traced to the history of English spelling. Kareema (2013) opines that there was

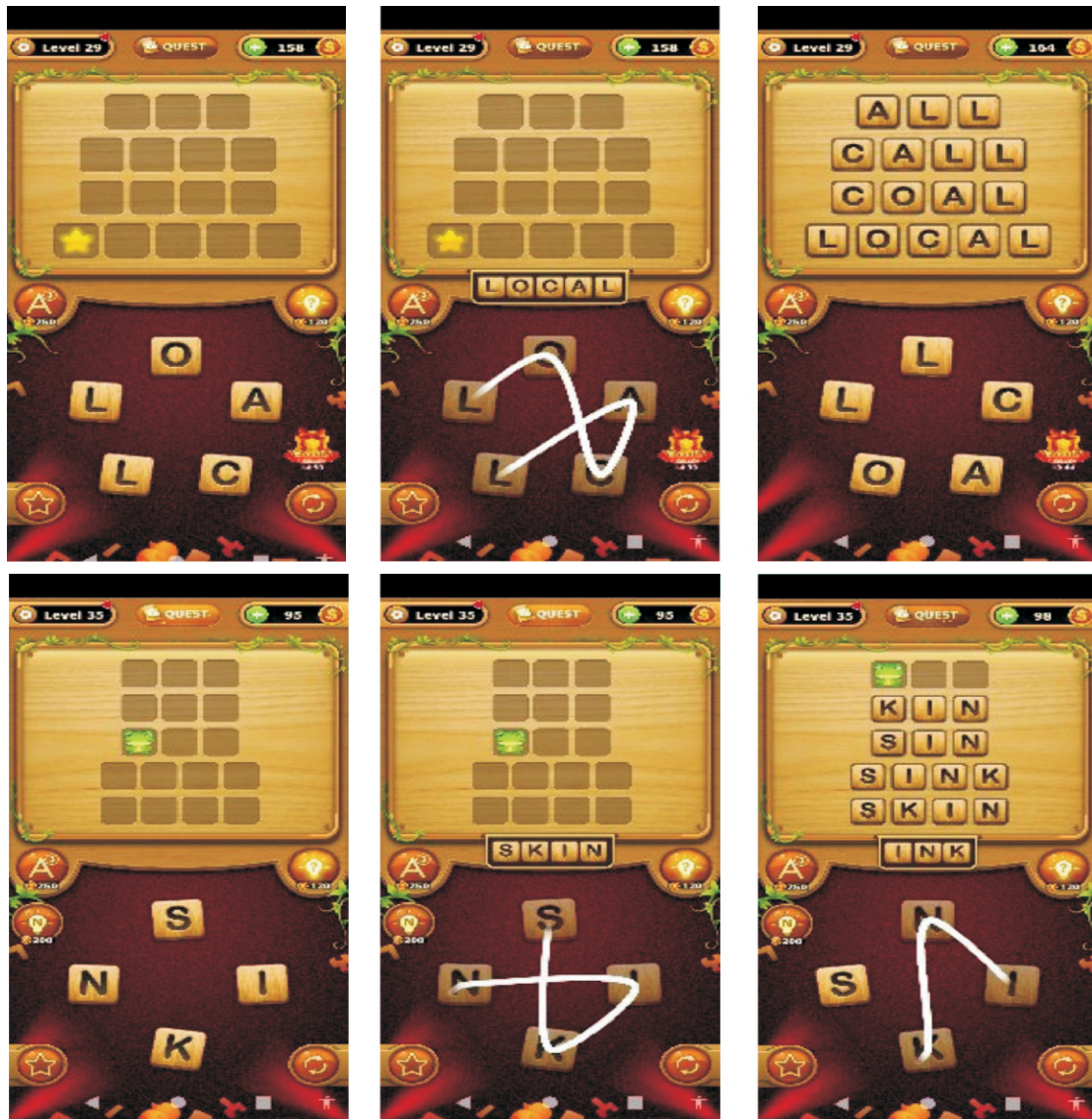
no particular spelling pattern of English before the invention of the printing press and as such spelling varied from writer to writer, according to the writer's education. Spelling poses a great deal of challenge for both first language users and second language learners of the English language and it is learnt from a condition of repeated experience and memorization (Ogbu, 2020). The language teacher especially at the primary school level should use innovative and creative learning processes that will enhance the learners' interest to learn. One of such creative and innovative teaching tools is the use of word-connect games. Games are increasingly becoming relevant and popular in the educational classrooms. Games are usually learner centered, increase learning motivation and reduce learning anxiety and interweave different linguistic skills in the learning process. Educational games are intentionally designed games with educational purposes and the learning is incidental and non-intentional. Bunz (2016) opines that all game-based learning increases students motivation, engagement, confidence and achievement. Fahmiati (2016) also agrees with Bunz (2016) that games bring relaxation, fun for the learner and has been shown to be effective in enhancing achievement in vocabulary. Masri and Najjar (2014:145) also state the importance of games in language learning to include:

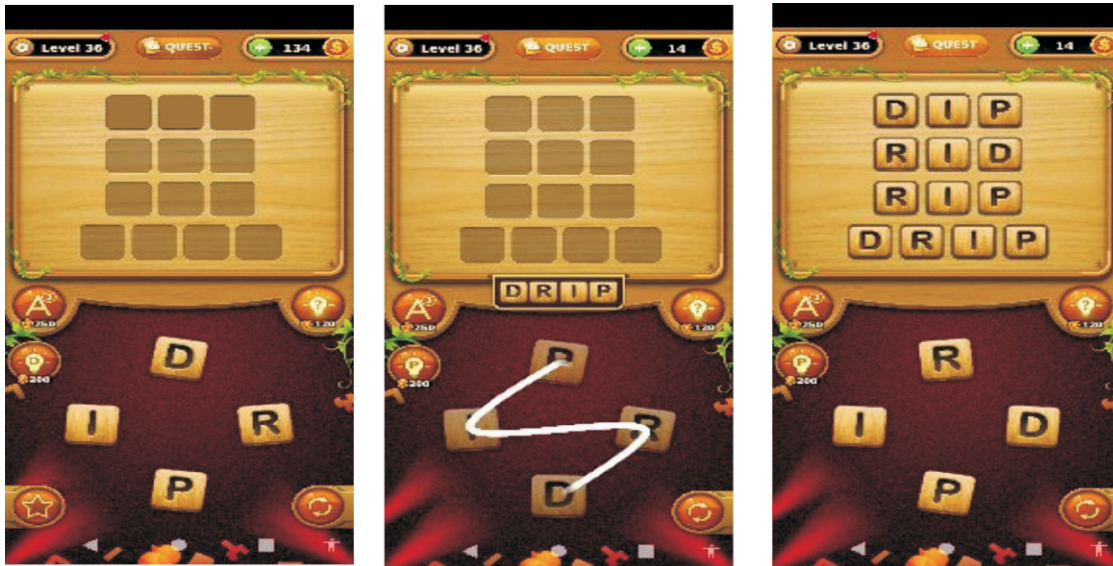
- Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
- Games usually involve friendly competition and they keep learners interested.
- Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way.
- Games add diversion to the regular classroom activities, “break and ice,” but they are also used to introduce new ideas.

The importance of educational games cannot be far fetched and as such much effort should be made by the language teachers to integrate games into the teaching and learning of English spelling and vocabulary in the classroom.

Specifically, the focus of this paper is on word connect games. Word connect game is a puzzle game where the player has several letters and he is expected to make words out of them. The length of the missing words is shown at the top of the screen in boxes in order to give the player an idea of what to look out for. The game gets more difficult as the player moves to higher levels. The game also gives the player the dictionary meaning of the words he has spelt correctly from several letters given at each level of the game. Word

connect game is a game that is used in the teaching and learning of spelling and vocabulary. The game motivates students to learn English (Tanasy & Ali, 2019). It is a game that is played using an android phone or a computer. The game is downloaded from the internet, but it is played offline. This paper therefore seeks to investigate the effect of word connect games on primary school pupils' achievement in the English language spelling and vocabulary.





Some scholars and researchers have carried out studies on word connect games and its effect on students' academic achievement.

Cassar and Jang (2011) investigated the effects of a game based approach in teaching word recognition and spelling to Grade 6 students with reading disabilities (RD) and attention deficit disorders. The small-scale study utilized a mixed methods research design in which quantitative and qualitative data were gathered concurrently over a six week period. Six participants, three girls and three boys who had been diagnosed with reading disabilities with ADHD through a psycho-educational assessment were used in the study as the experimental group. Treatment and comparison groups were formed (traditional spelling group or alternate game group). Different measures of phonological awareness, phonological memory and rapid naming as well as the word recognition and spelling subtests were administered. Pre-test and post-test on spelling were administered before and after each session to the game and traditional spelling groups. All participants' ability to spell words improved after all the instructional sessions, but the treatment group showed higher gain scores on average than the traditional spelling group throughout the session. The study results indicate that students

in the game-based approach outperformed students in the traditional, text based spelling programmes.

Elimelech and Aram (2019) equally studied a digital early spelling game paying attention to the role of auditory and visual support. The researchers constructed a computer game to support preschoolers' early word spelling without an adult's assistance. The study examined the relative influence of auditory and visual digital supports on children's performance. Participants of this study were 96 preschoolers who were randomly assigned into one of three groups: no support, auditory only support or auditory and visual support. Children in each group played the digital game during eight meetings, and the computer recorded their activity. The auditory and visual support group scored significantly higher than the no support group on all letter tasks. The study indicates that a digital game can help preschoolers progress in their spelling skills without the support of an adult. The visual support significantly adds to children's spelling performance.

Masri and Najjar (2014) conducted a study on the effect of using word games on primary stage students' achievement in the English language vocabulary in Jordan. A pre-test post-test was used to measure students' level of achievement

using 30 test items in English language vocabulary. The sample of the study consisted of 158 first grade students made up of 76 male and 86 female students during the first semester of the 2013/2014 academic session. The experimental groups were taught English vocabulary using games while the control groups were taught using the traditional method. Descriptive statistical analyses (mean and standard deviation) for the pre-test and post-test as well as two way ANOVA were used to answer the research questions. The result showed that the mean score for the experiment group in the post-test was 82.09 while that of the control group was 77.05 indicating a better performance by those who were taught English vocabulary using word games.

Tanasy and Ali (2019) equally carried out a study on improving vocabulary mastery through word connection game. The study sought to investigate whether the use of word connection game significantly improved students' vocabulary mastery of the first year students of English Education in Universitas Muslim Maros on academic year 2018/2019 and their attitude towards the use of the game. It was an experimental research that used a control group and an experimental group in their intact classes. 30 vocabulary test items were administered and analysed using inferential statistics SPSS program 25.0. Results of data analysis showed that the mean score improved significantly in the experimental group from 3.476 in the pre-test to 8.356 in the post test, but the improvement is not significant in the control group. 20 close-ended questions were also used to elicit information on students' attitude towards word-connection games. Results of the questionnaire items showed that students had positive attitude towards the use of word connection game. The similarity between this work and the present study is that both used the same research design and are concerned with seeking the effect of word connect games on vocabulary mastery. They differ in area of study and level of students used in the study.

Theoretically, this paper is anchored on the behaviourist theory and Lev Vygosty's (1978)

sociocultural theory of cognitive development. The behaviourist theory of stimulus and response learning especially that which was developed in the operant conditioning of Skinner (1961), considers all learning to be the establishment of habit as a result of reward and reinforcement. In teaching and learning, positive responses are rewarded and reinforced while negative responses are punished and this leads to the extinction of the response. In the word connect game, the pupil cannot go to the next level until he has made words correctly that could fit into all the boxes provided. Each correct answer is applauded and positively reinforced. The audio part of the game reinforces with positive words like great, bravo, excellent. This stimulus and response motivates the pupil to continue and to try to get all the words correctly and then move to the next level. Lev Vygostsky's (1978) sociocultural approach to human learning and development are based on the concept that human activities take place in cultural environment and that learning takes place at two levels: interaction with others and that learning is integrated with the individual's mental structure. The word connect game could be played individually, but in this study it was played in groups of five because of unavailability of adequate computers/android phones. The group work enhanced communication and teamwork. The pupils also were taught how to play the game including the tricks by their peers, and teachers thereby promoting social interaction. The participants learn spelling and vocabulary when they established a link between prior knowledge and the present learning experience which is the word connect game.

Research questions

1. What is the effect of word connect game on the mean achievement scores of pupils in English language spelling?
2. What is the effect of word connect game on the mean achievement scores of pupils in English vocabulary?

Methodology

The pre-test – post test non equivalent control

group design was the specific quasi-experimental design that was used using four intact primary school classes. The area of study was Enugu North Local Government Education Area. The population of study constituted of all the 1157 primary 5 pupils of the 2018/2019 academic session in the 52 government owned primary schools in the area (Enugu State Universal Basic Education Board, Education Management Information Systems Data Bank, 2019), while 85 pupils were randomly selected in their intact classes in four primary schools in the area. 20 words for spelling and 20 vocabulary test items were used for the

achievement test. These test items were drawn from word connect games from level 10 to level 38. The pre-test was administered before the treatment after which the post-test was administered after a four week duration. The research questions were answered using mean and standard deviation.

Results

Research question 1

What is the effect of word connect game on the mean achievement scores of pupils in English spelling?

Table 1: Mean and standard deviation of pupils' achievement scores in English spelling

| Method | N | \bar{x} | SD |
|--------------------------------|----|-----------|----------|
| Source of variation | | | |
| Pre-test of control group | 40 | 40.8750 | 21.50991 |
| Post-test of control group | 40 | 44.1250 | 19.47673 |
| Pre-test of experimental group | 45 | 35.8889 | 17.13214 |
| Post-test of experimental | 45 | 51.3333 | 13.37399 |

Source: SPSS Output, 2020

The pupils in the control group had a mean score of 40.88 and a standard deviation of 21.51 on the pre-test while the pupils in the experimental group had a mean score of 35.89 and a standard deviation of 17.13. From the above report, the pupils in the control group had a higher mean score than the pupils in the experimental group in the pre-test. In the post-test, the mean for the control group was 44.13 while the experimental group had a mean score of 51.33. The mean gain score for the control and experimental groups were 3.25 and 15.44 respectively. This means

that the pupils who were taught the English spelling using the word connect game had a higher mean score than the control group which implies that teaching the English spelling with word connect game is better than the conventional method.

Research question 2

What is the effect of word connect games on the mean achievement of pupils in English vocabulary?

Table 2: Mean and standard deviation of pupils in English vocabulary

| Source of variation | N | \bar{x} | SD |
|--------------------------------|----|-----------|----------|
| Pre-test of control group | 40 | 38.0000 | 19.0833 |
| Post-test of control group | 40 | 41.7500 | 19.56416 |
| Pre-test of experimental group | 45 | 33.6444 | 17.03627 |
| Post-test of experimental | 45 | 47.2222 | 15.72330 |

Source: SPSS Output, 2020

The results of Table 2 reveal that the control group had a mean and standard deviation of

38.00 and 19.11 respectively while the experimental group had a mean and standard

deviation of 33.64 and 17.04 respectively in the pre-test. In the post-test, the control group had a mean score and standard deviation of 41.75 and 19.56 respectively while the experimental group had a mean and standard deviation of 47.22 and 15.72 respectively. The mean gain scores of the control and experimental groups in the post test were 3.75 and 13.58 respectively. The results of Table 2 shows that the pupils taught the English vocabulary using word connect games had a higher mean score than the control group.

Discussion

The result of Table 1 showed that pupils who were taught the English spelling using word connect game achieved a higher mean score than those who were taught using the conventional teaching method. The use of word connect games may have helped the pupils to learn using the play-way method as they were attracted to the game. The result of this study is in line with the findings of Cassar and Jang (2011) and Elimelech and Aram (2019) who in their studies found out that the word connect games and digital game facilitate achievement in spelling.

The results of Table 2 also showed that pupils taught the English vocabulary using word connect games achieved higher mean score than those who were taught using the traditional/conventional method. The research findings is in line with the research findings of Masri and Najjar (2014) and Tanasy and Ali (2019) who equally found out in their research findings that word connect games enhance pupils achievement in English vocabulary. The word connect game gives the dictionary meaning of words formed thereby improving the participants' vocabulary.

Conclusion

The present study investigated the effects of word connect games on primary school pupils' achievement in English spelling and vocabulary. The results from the study reveal that pupils' spelling and vocabulary mastery could be enhanced through word connect games. This study could be replicated at the

secondary school level to determine gender and other demographic differences in achievement in English spelling and vocabulary using higher levels of the game.

Recommendations

The researcher makes the following recommendations:

1. The use of ICT mediated educational games should be incorporated into the English language curriculum.
2. There should be adequate provision and use of educational games in the teaching and learning process as it has proved to facilitate learning.
3. There should be a time specifically allotted to the teaching of the English language spelling and vocabulary on the school time table of primary schools.

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Language Teaching and Learning in a Globalised World - The Challenges that Language Teachers Face

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Introduction

I consider it an honour of monumental proportion to be invited by the organisers of this year's edition of our Association – International Association of Language Educators – conference to deliver the keynote speech. The Association is a group of people who have come together in response to the call of their duty of language teaching to meet annually with a view to looking at issues that bother on successful language teaching/learning in our contemporary world, a world that is full of diversities, challenges in the education, economic and social sectors and that, by implications, have put so much pressure on language teaching and learning. The reasons for this appreciation are not far-fetched and I will briefly outline a few of them. One, many of my teachers, very senior colleagues and role models in the field of language education abound and anyone of them could readily be invited to deliver the keynote. Two, there are many scholars in the field globally who could be invited to deliver the speech. Three, some of my contemporaries within the field of language education in Nigeria are available to deliver the speech yet, the organisers sought me out and gave me the very special assignment not because I am necessarily the best. It is, therefore, with utmost humility that I accept to deliver the speech believing that it will serve the purpose for which it was made an integral part of this year's conference of the Association. For this and many reasons, I say thank you to the organisers as I make efforts to address the very important theme of the conference.

The Importance of Language

One unique asset of every human being, irrespective of status, age, colour of skin, gender, educational attainment, occupation and ethnicity is language. Language is a natural

endowment of man because human beings possess and use language for everything. Every human being, in the word of Chomsky (1957), possesses the natural ability to acquire and speak any language that is being spoken around him or her. This ability he generously refers to as LAD – Language Acquisition Device. Similarly, the *eSchoolToday.com* emphasised that language is one of the six basic needs that all living things have. It sees the other basic needs as sunlight, water, air, food and habitat. From this brief explanation, it means that language is ubiquitous, central to human survival, progress and makes man truly human and functional. The attempt to define language shows that there are as many definitions as there are scholars of language but conjecturally, language has been defined as a means by which human beings communicate verbally or in writing. Language has features which anybody that wants to teach and learn it has to be aware of. One thing that is important, however, is that in spite of the fact that human beings possess language, Stork and Widdowson (1974, p.9) remarked that 'language is a creation of man's social needs.' These needs include what Kolawole (2016) classified as communication, interaction, socialisation, education, development, love and being loved. It is language that makes human civilisation possible (Crystal, 1971) meaning that the ability to communicate, interact, educate, intermarry and even talk of development puts human being at an advantage more than any other living thing.

Every language has four skills which are basic to their being used by human beings to meet their basic communication needs. These skills are listening, speaking, reading and writing. Every owner of a language is naturally able to speak and understand the language without a formal teaching and learning but would require to be taught how to read and write in that language

with a view to achieving all that is possible through the instrumentality of that language, how to master and use the rules, the context of use and how to improve the quality of the language. This is why though more native speakers of a given language can speak and respond when the given language is spoken to them, they may not be able to read fluently or write flawlessly in the given language except they are taught.

Language is central to educational development because it is through language that curricula are developed for any form of education. It is also language that makes the dissemination of the content of curricula possible because it is the medium of interpreting the content of the curricula. Language is a major tool that human beings need to apprehend their world, promote economic activities, participate in developmental activities, socialise, improve the quality of their lives, love, preserve and change their culture and live and die. Without language, it will be impossible for life to be meaningful and impactful. The world today has become a global village largely through the instrumentality of language. In fact, we can talk of globalization today because language has made it possible. It is language that helps to communicate science, technology, economy and other things that are central to development. Today, the world is digitally controlled (digital revolution) through language. According to Alfehaid (2014), globalization allows languages and their cultures to spread and dominate on global scale. It also leads to the extinction of other languages because they contribute to the formation of culture such as through vocabulary, greetings or humour.

Language experts, by consensus, have agreed that language plays two major roles in education – it is a compulsory subject in the curriculum and also a means by which instruction takes place. Since language is central to curricula development and dissemination, it has to be taught so that students will be able to learn more about the language in terms of skills, learn more about the culture of the people that speak the language, be able to master the language, use it

to advance what they learn in the school system and perform other social functions. The central roles that language plays call for concerted efforts at improving their quality, how they are taught and learnt. This is because language teaching/learning, by implications, improves the quality of the given language through expansion of its vocabulary, expanding its application and fine-tuning its rules of engagement.

All fields of learning and human engagements require the services of language experts because of the roles that languages play in expanding economic activities, promoting cross - fertilisation of ideas and creating awareness for good, services and products. Thus, it can be stated that the increasing demand for language and language experts in the world has created demands for more competent, qualified and dedicated language teachers, particularly in the school system, the global space and the context where their services are in high demand. This, by implications, has profound effect on language teaching and learning.

Why Teach Language?

Arising from the importance of language to human beings, it is important to find out why language is taught and learnt in the school system and why language/teaching and learning requires the services of competent, qualified and dedicated language teachers since everybody can use a given language. Language teaching/learning revolves around three needs namely, ultimate, proximate and mediate (Beauchamp). These needs help us to classify why language is taught and learnt into three - aims, goals and objectives. For example, the teaching and learning of a given language may be to enable the learners to meet immediate needs, prepare them for later needs or to enable them to be able to use the language on a more permanent basis throughout life.. These needs have been classified as instrumental and integrative. Beyond this, the demand of globalisation and technological advancement further calls for competence in the use of language and that competence cannot in itself be

accomplished without teaching and learning and highly competent and qualified teachers.

Hayakawa (1964) remarks that the aims of language teaching from the classical to the modern times have been to enable the learners to learn more about the given language, understand it when it is spoken to them and be able to use the given language to carry out all social activities in which they are engaged – (further elaboration is mine). The National Policy on Education (2013, p.10) among the objectives set for teaching at that level sees language teaching at the primary school level as an attempt 'to attain permanent literacy, numeracy and the ability to communicate effectively' obviously in the mother tongue and the target language. Odusina (1980) remarks that language is taught because of the need to enable learners (students) to use the language literally and orally. Language teaching is aimed at helping the learners to speak and understand the given language when spoken to them, helping the language learners have the opportunity to learn more about other people who own the language, find out how language develops and are learnt and generally be able to use the given language in any situation in which they find themselves. When a given language is properly taught and learnt, the learner is in a much better position to deploy the language in enhancing the quality of his/her life and by implication, be in a better position to contribute to the culture of the people that own the language. Linguists are agreed that language teaching should begin from the way the sounds of a given language are acquired and used by the learners because that is the natural process through which learning a language takes place. A child picks the sounds of a given language, uses them through trial and error, depends on the reinforcement by mothers and other significant others (through informal teaching) until the child attains the level of mastery and a language teacher takes over (the formal process) from there in the school system.

Improving the teaching and learning of language

The process of language teaching/learning

requires the services of experts in the given language (teachers), a conducive learning environment (school), a learning context (classrooms), a systematic process (method/strategy), a body of knowledge (content) and resources that will promote effective teaching and learning of the given language. Language teaching/learning requires the expertise of language teachers, the application of effective strategies and the support of resources to meet the demand of effective language teaching in the school system. Language teaching, 'is the teaching of the use and significance of systems and sets of symbols' (Wallwork, 1980, p. 143). This is why the process of successful language teaching/learning is tasking, interesting and complex. But in the word of Warschaner and Kern (2000, p.1), 'if language teaching has become more exciting, it has also become considerably more complex'. This is probably because of the diversity of learners, the nature of what is to be taught, the pedagogy to be deployed, the materials to be used, how to evaluate what has been taught and many other things that take place in the teaching/learning of a given language. Language teaching/learning refers two sides of the same coin. Language teaching and learning complements each other because there cannot be language teaching without language learning. Language learning is applicable when one learns a second or foreign language because, in the words of Wallwork, (1980, p.141), 'we rarely think of learning our own language.'

In making a strong case for successful language teaching, (Wallwork, 1980, p. 145) notes that 'foreign languages are best taught through active speech, taught in a carefully selected and graded progression of structures, but always set in a realistic situation as possible'. This is because language is a system of sounds that are combined to make speeches and utterances which can later be written. Those who want to teach and learn that particular language have to be aware of these sounds and how they are combined to make meaningful utterances if their teaching is to be meaningful and successful.

In spite of the above, however, language

teaching and learning demand that adequate attention be paid to:

- What to teach – content
- Context of teaching - classroom

- How to teach – approaches, methods and strategies
- Materials to teach with – resources
- How to assess what has been taught and learnt – procedure/strategies and time

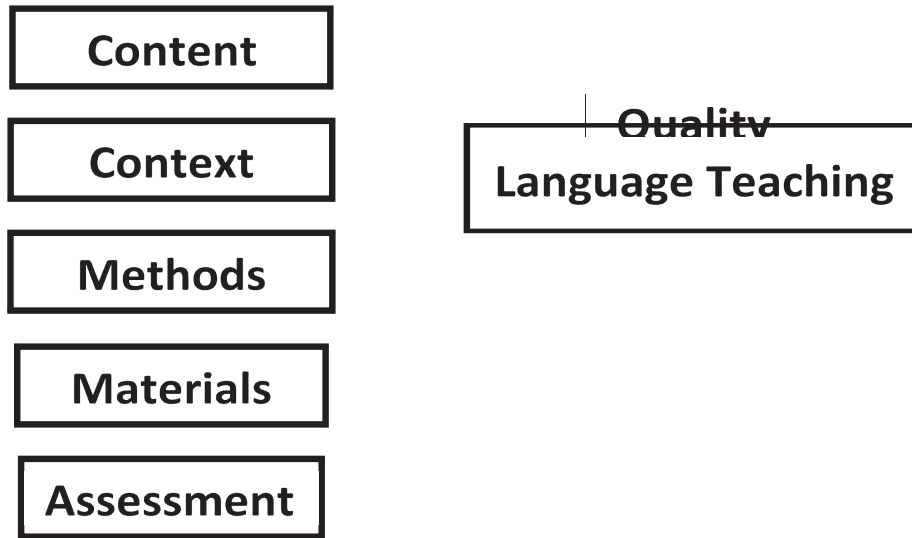


Fig. 1.1 Conceptual Framework for Language Teaching

Language teachers are required to be competent to be able to design what language learners need to learn in the given language because every language learning task must pay attention to reading, grammar, comprehension, summary writing, vocabulary development, and how the sounds of the language are to be produced and used. Language teachers also have to ask the question – what do I know in the language that I am teaching? This question is very pertinent because experience has shown that most language teachers have problems with what to teach and therefore teach what they know and leave the other aspects untouched. This is not good for both the learners and the language being taught. Language teachers are advised to make efforts from time-to-time to improve their knowledge of the language they teach.

The context in which a give language is taught and learnt is a major source of challenge to effective language teaching. Most teachers adopt the prescriptive instead of the descriptive

approach to language teaching. It is the descriptive approach that makes language teaching and learning more practical, useful and promotes the application of the language in everyday normal conversational situation. It is not a surprise today that most people who use the English language after their education have problem with communicating effortlessly in the language because most of what they learnt took place in schools (classrooms) that are poorly resourced for language teaching. Language educators/teachers have a responsibility to do much more than they are doing today to improve the context in which language is being taught

It is important to pay attention to the strategies to be deployed in facilitating effective language teaching and learning. The approaches, methods, strategies that can be used to promote effective teaching and learning of language vary and the language teacher is at liberty to use any one that meets the objective of the lesson. In addition, language teaching is largely passive

instead of being creative and students learn passively too because of the methods or strategies being used. Most times, there is no connection between the classrooms where languages are taught and the real world where languages are used in promoting communication, education, socialisation, enlightenment and development. Language teachers need to remember that teaching a language is not an end in itself but a means to an end.

The most interesting aspect of language teaching and learning that we need to pay attention to is the materials and resources the teachers deploy. These materials include textbooks, fictional books, cartoons, films, authentic materials, real life situations and technology. The resources are necessary to promote effective teaching and learning. They serve as a source of enrichment to language teaching, help to create contexts for language teaching and learning and provide opportunities to both the educators (teachers) and the students to concretise what is being taught and learnt. Language educators (teachers) need to be innovative in the approaches they use, creative in how to teach and resourceful in the materials they use in language teaching and learning. The language teacher must have a mastery of when and how to use materials to reinforce language teaching and learning particularly now that we are forced to comply with Post-Covid-19 protocols.

The need to promote effective language teaching/learning and complying with Post-Covid-19 protocols have a serious implication on adopting technology in the process. This is because adequate deployment of technology will bridge identified gaps in the exercise, simplify what we do and make our job more relevant. Deploying technology will, in the words of Kolawole (2012:105) 'remove the problem of teacher-shortage and lack of textbooks'. I am not sure of the state of technology in most of the institutions where we work as language educators and in the schools where our graduates work.

Some of the challenges of language teaching and learning in a global world

There is no doubt that language teaching and learning in a global world is faced with challenges some of which are well-known while some are emerging. The challenges that language teachers and indeed, all of us in the business of education face can be summarised under the following:

- the absence of technological devices;
- lack of competence in their deployment;
- inadequate infrastructure to drive their use;
- our attitude to adopting technology to promote effective teaching and learning;
- inappropriate content of what to teach and learn;
- absence of conducive atmosphere for teaching/learning, and several other challenges that abound in literature.

Most institutions do not have the required technological devices for language teacher, where they are available, they are not being properly integrated due to lack of technical-know-how, negative attitude to their use, lack of infrastructural support and absence of electricity to power them. Thus, we are denied the benefits that should have been derived from their adoption. This situation has to change now that the world has become smaller through globalisation and application of technology.

There is no hiding place for language educators as far as the deployment of technology is concerned. Therefore, those who need to up-scale their competence must take steps in that direction. There is so much that is available on language teaching through technology. Nobody is permitted give excuse for failure to deploy technology.

Government and stakeholders have to be appealed to make the necessary infrastructure available in our institutions so that they can be duly deployed. Some of these infrastructure facilities are hard and software, internet connectivity and electricity, among others. They have to be available before they can be deployed.

There is generally a negative attitude of some language educators to adopting technology in language teaching. This negative attitude is responsible for the way we handled the devices that are available, our desire to have and use them. Through this negative attitude, most language educators have missed the opportunity to improve their knowledge of their subject, their pedagogical skills and their students gains in the language they teach.

The challenge inappropriate content of what to teach is traceable to insufficient knowledge on the part of language educators. Most teachers concentrate on the teaching of comprehension because it covers their poor knowledge of grammar topics and deny students the opportunity learn holistically. Meanwhile, those who draw questions in the subject use the syllabus and not what teachers teach alone. Sometimes, what is contained in our curricula do not completely reflect what learners or students actually need. Language educators are therefore, enjoined to make sure that the principles of proportion, concretisation, balance and depth are applied when they decide what to teach, when to and how.

The general learning condition in our institutions and schools is not conducive to language teaching and learning. Some classrooms are in bad shapes, students sit on bare floor and are over-populated. Most of the students do not have the recommended textbooks and writing materials. The question then is what much can the language teachers do in situations like these?

Conclusion

I have, in this paper, delved into various issues around the theme of this conference. It is my expectation that the lead paper presenter and other conference participants would pay attention to the issues raised and devote adequate attention to these issues in their presentations. The business of language teaching has gone beyond what it used to be where the teacher is the only one that knows

what is involved. The phenomenon of technology has opened up the space and made language teaching and learning simple and challenging for those who are involved. This is why attention has been devoted to a workshop as part of this year's conference. I wish us all a successful conference.

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