

## **Evaluation of the Use of Computer in the Teaching and Learning of English Language in Private Junior Secondary Schools in Ibadan Metropolis**

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**Abstract:** Private schools pride themselves in acquisition of computers to sway parents and guardians who are in constant search of good schools for their wards. But acquiring the computer is one thing and utilizing it in instructional process is another. The Study thus evaluated the use of computer in the teaching and learning of English Language in private junior secondary schools in Ibadan metropolis. The study also tried to find out the effectiveness of use of computer in the teaching and learning of English language. The study attempted to answer three research questions. Two instruments were used for the study. The instruments used were student's evaluation questionnaire and teachers' evaluation questionnaire. The results showed that teachers in private schools do not use computers to teach English language contrary to claims made by those schools. Also, findings reveal that teachers are aware of the immense benefits of using computer to teach English and that paucity of computers and absence of soft wares to that can aid the teaching of English language are some of the problems militating against the use of computer for teaching English language. Based on the findings of the research, recommendations were made that private schools should not just acquire computers, they should utilize them for English language instruction in view of their potentials for effective learning.

**Key words:** missing

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### **INTRODUCTION**

English language is not only Nigeria's official language and medium international interaction but also the language of instruction and reference throughout the entire educational system. According to Babajide [1], English language has not only been a central subject in schools, Colleges and universities, it also has been gaining increasing importance in the day-to-day human activities worldwide. Thus, competence in English language assumes great importance for students as it directly affects the level of progress attainable irrespective of aptitude in their particular fields. Okonkwo and Okpara [2] posit that competence in English language is an essential pre-requisite for educational and career success. - As an official language in Nigeria, English is used for all government transactions both oral and written and it is one of the languages in which information is stored and retrieved from computer, hence it is important that the language is well taught.

To teach is to help someone acquire skill, attitude, knowledge, appreciate information or ideas. It includes provision of conditions that can promote the building of attitudes, skills development and other aspects of learning. Unless learning takes place as a result of some efforts, it cannot be concluded that teaching has taken place. In the teaching-learning process, both the teacher and the learner must be active. Osisanya-Olumuyiwa [3] postulated that various factors such as motivation, intelligence, maturation, attitude, aptitude, socio-economic status, interest, readiness and class size can affect the learning of English as a second language.

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The impact of technology worldwide has led to the globalisation of information communication and education. The effect of technology can be experienced at all levels and forms of education. Educators, teachers and instructors are discovering that the instructional delivery process in an ICT environment is different from the traditional classroom. Also, learners are faced with the challenges of coping with the potentials of the ICT era. The ICT environment portends a considerable expectation from every stakeholder. The introduction of computers, which is the major and most influential technology of the last millennium has however, made the impact of technology greater felt in every sector and also in the educational sector. It is through the introduction of this major technology that the world actually started talking about information technology. Information Technology (I. T.), according to Bankole [4] is "the creation, collection, storage, processing, transmission, display and use of information by people and machine. In response to this, the Federal Government of Nigeria launched the National Policy on computer literacy in 1988 at primary, secondary and tertiary levels of education. One of the general policy objectives of the committee on computer literacy is to enable the present generation of school children at different levels of education appreciate the potentials of the computer and be able to utilize the computer in various aspects of life.

The Federal Government therefore started its pilot programme in 1989/1990 in sixty pilot schools. The schools included forty-five Federal Government Colleges (F.G.C) and fifteen Armed Forces secondary schools. Bankole [4]. At present all Federal Government Colleges have integrated computer education into their curriculum. Some states have commenced pilot programmes in computer studies in selected schools. The states include: Oyo, Ogun, Lagos, Delta and Kano. Moreover, some private secondary schools for instance in Oyo State claim to offer computer studies. They add this in their advertisement slogans to attract parents. But having computer in schools is one thing, using it for instruction is another thing and this is why it is necessary to evaluate its use in these private schools in English Language instruction.

**Statement of the Problem:** Given the technological advancement of Nigeria and awareness in the use of computer to enhance teaching and learning generally, many private schools procured computers for use in teaching, but having computer is one thing, utilizing it for teaching and learning is another. This study therefore evaluated the use of computer in the teaching and learning of English language in selected private secondary schools in Ibadan.

#### **Research Questions**

Do teachers use computer to teach English language?

How effective is the use of computer in classroom teaching of English language?

What are the constraints associated with the effective use of computer in the teaching and learning of English language?

Is there any difference in the attitude of male and female students towards the use of computer in teaching and learning of English language?

**Scope of the Study:** The study involved junior secondary schools III students in private secondary schools in Ibadan metropolis. It is an evaluation of how computer is being used in teaching and learning of English language at that level.

**Significance of the Study:** It is hoped that the study will provide information on the extent to which the use of computer in English language instruction is being achieved, highlight the potential of computer in language teaching. The study will equally serve as a document that could be consulted by those charged with education responsibilities when planning for future actions on computer education in Nigeria schools and it will further stimulate research and or discussion on the issue of computer education implementation at junior secondary school level.

According to the National Policy on Computer Education, the following objectives are enumerated at the secondary school level:

- Ability to use and programme computers;
- Knowledge and ability to use and develop software packages;
- Understanding *of the* structure and operation of the computer;
- Knowledge about the history of the computer;
- Appreciation of the economic, social and psychological impact of the computer;
- The use of the computer in problem solving (p. 12).

The policy aims that the objectives would provide opportunities for the students to acquire a level of knowledge about computers which would fit them directly into the world of work or for further studies in higher institutions.

Computer technology is thus expected to be widely used in classrooms as a means of supporting instruction. Bankole(4) reported that, in their experience, integrating computers into English Language development and writing classes suggests that even small computer labs can be used to improve the quality of students' work, engage secondary students and instructors in a more dynamic and collaborative classroom and inspire the rediscovery or rethinking of some basic approaches to teaching composition. Uduosoro [12] stated that computers were first brought into the classroom by those who saw the way in which they helped facilitate their process.

Students have also been able to use computers productively for surface level revision. They use the spell check programme constantly. For these students, sentence level revision has been a valuable part of their learning process. The spell check programme acts as a kind of mentoring device which tells students when a word has been miss pelt and offers choices of possible replacement words. Correct grammar and spelling can be taught on the computer and a new computer user can learn the basics of a word processing programme in a few minutes. Yet there is still great resistance to using computers as a teaching tool and-as an aid to teacher own writing. A recent study of worldwide computer use suggests that only instructors who use computers in their own work make dynamic use of them in the classroom.

Herrman [5] mentions some ways of incorporating computers into secondary English Education; they are: Basic keyboarding skills, word processing software, Computer-Assisted composing software, can significantly enhance students' writing process methods while encouraging interaction with classmates. Computer is an important tool in improving the teaching-learning process. Both teachers and students should be aware of how to profit from the advantages this machine offers. When computer is being used as a teacher, the software programme will determine the success in improving the students' grasp of subjects like English. Computer provides immediate feedback and some programme allow students to have option of going back for a further explanation if required.

Computer can be used with a small group. This will allow interaction among the students and thereby develop social skills in them as it encourages collaborative work. Computer can help in striking a balance between low, medium and high abilities. Students' response data provided by computer after use can be used to help determine the amount of learning done, his attitude, knowledge, personality and skill acquired by each learning [Abimbade, 6] .

Evaluation includes not only the process of determining what the actual educational outcomes are and of comparing them with the expected outcomes, but it involves judgements about the nature and desirability of any demonstrated changes. Judgements of this kind according to Wheeler [10] obviously bear directly on educational objectives, but they cannot be made until some assessment has been carried out.

The aim of evaluation is to produce evidence about the nature, the direction and the extent of behavioural changes which arise from educational endeavours and to use this evidence as a guide to modification in any phase of the curriculum process. The only evidence that is acceptable in this connection is evidence of pupil change some cases, it may be possible to measure this quantitatively and objectively in their some sort of qualitative assessment must suffice. In addition to assessing behavioural changes in individual or groups, it is necessary to make judgements about the objectives of the school and the suitability of the learning experiences, the content, organization and teaching methods used to attain them. This

means that it is necessary to consider at least the following: assessment of relevant student behaviour, the effect of the evaluation programme on student motivation and learning and the evaluation of all phases' of the curriculum process. According to wheeler the sort of evaluation necessary must be continuous, consistent and comprehensive.

### **Methodology**

**Research Design:** This study adopted an ex-post facto Research Design.

**Population:** All students in junior secondary school III in private secondary schools and JSS III English Language Teachers in Ibadan metropolis constituted the population of this study. The criteria for this choice include: availability of computer systems in the school, exposure of the students to computer studies.

**Sample and Sampling Technique:** The sample was made up of two hundred students (87 males and 113 females) and twenty teachers (6 males, 14 females) respectively. Simple random sampling was used to select eight schools from private secondary schools within Ibadan metropolis while proportional random sampling was used to select the number of students that participated in each of the schools and the number of teachers. The schools are:

**Instrumentation:** Two Instruments were used for this study.

**Students' Evaluation Questionnaire (SEQ):** It was developed and validated by the researcher. The instrument had two sections (A and B). Section A elicited information on students' demographic data while SECTION B elicited information on the use of computer to learn English language.

**Teachers' Evaluation Questionnaire (TEQ):** It was developed and validated by the researcher. The instrument had two sections (A and B) section A elicited information on Teachers' demographic data while SECTION B elicited information on 'the use of computer to teach English language.

**Validation:** The instruments were construct validity by the researcher and were subjected to the opinion of experts in the field of Evaluation from the faculty of Education, University of Ibadan to ascertain face validity.

**Reliability:** The reliability of the instruments were ascertained by using Cronbach alpha and coefficient of 0.734 was obtained for TEQ while coefficient of 0.872 was obtained for (SEQ).

**Procedure for Data Collection:** The students were administered the (SEQ) first, followed by (TEQ) to the teachers and retrieved immediately. The study lasted for three weeks.

**Data Analysis:** The data collected were analysed using descriptive statistics of frequency counts and percentages and t-test.

## **RESULTS**

### **Research Question i**

Do teachers use computer to teach English language?

The result from the table above shows that 5(2.5%) of the students said that their English language teacher teaches with computer while 195(97.5%) claimed that their teachers do not use computer to teach English language.

### **Research Question 2**

How effective is the use of computer in classroom Teaching of English language?

Table 2: Frequency counts and percentages of students on the use of computer.

Statement	SA	A	D	SD
My English teacher uses computer to	1	4	22	173
Teach us in the classroom	(0.5%)	(2%)	(11%)	(68.5%)

Table 3: Frequency counts and percentages of Teachers on the effective use of computer

Item No	Statement	SA	A	D	S.D
1	With the use of computer, students are able to get the correct pronunciation and spelling of words better and quickly	5 (25.0%)	13 (65.0%)	1 (5.0%)	(0.0%)
2	Computer provides opportunity for students to learn through many senses, hence better learning	6 (30.0%)	13 (65.08%)	(0.0%)	(0.0%)
3	The academic achievement of the students in English is enhanced by the use of computer	5(2.5%)	10 (50.0%)	4 (20.0%)	(0.0%)
4	Using computer to teach English language is highly effective than the conventional method.	3(15.0%)	9 (45.0%)	7 (35.0%)	(0.0%)
5	Teaching of English language is made easier with the aids of computer	6(30.0%)	13 (65.0%)	(0.0%)	(0.0%)

Table 4: Frequency counts and percentages showing cons-traints associated with the use of computer

Item No	Statement	SA	A	D	S.D
6	The number of computer provided affects the use of computer to English.	10 (50.0%)	5 (25.0%)	4 (20.0%)	(0.0%)
7	The teachers' ability and skill in using computer need to be improved for effective teaching.	15 (75.0%)	3 (15.08%)	1 (5.0%)	1(5.0%)
8	Availability of appropriate software designed purposely for English language	10 (50.0%)	(45.0%)	(0.0%)	(0.0%)
9	Adequate financial support ' is required	12 (60.0%)	8 (40.0%)	(0.0%)	(0.0%)
10	Students' access to computer within and outside the school	14 (70.0%)	6(30.0%)	(0.0%)	(0.0%)
11	The cost of providing adequate electricity for the system is' too expensive	5 (25.0%)	(30.0%)	8(40.0%)	(0.0%)
12	The priority of the school proprietor(ess) can influence the use of computer to teach English language negatively	11 (55.0%)	9 (45.0%)	(0.0%)	(0.0%)
13	Other school factors like class size location etc. affect the use of computer to teach English: language negatively.	7 (35.0%)	8' (40.0%)	(0.0%)	(0.0%)

The results from Table 3 above indicates that 90% of the teachers agreed that the use of computer to teach English language enables the students to get the correct pronunciation and spelling of words better and quicker. (95%) of the teachers equally agreed that computer provides opportunity for students to learn through many senses. (52.5%) agreed that the academic achievement of the students in English language is enhanced by the use of computer, 60% agreed that using computer to teach English language is highly effective and 95% of the teachers as well agreed that the teaching of English language via the medium of computer is made easier. All the responses are above 50% which is a pointer to the fact that the teachers acknowledged that computer is an effective aid in the teaching and learning of English, language although the students claimed the teachers do not use it to teach them.

**Research Question 3**

What are the constraints associated with the effective use of computer in the teaching and learning of English language?

The results from Table 4 above indicates that 75% of the teachers agreed that the number of computer provided in school affects the effective teaching of English via computer, 90% agreed that there is need for teachers' ability and skill in using computer to be improved upon, 95% agreed that availability of appropriate software designed purposely for

English language can serve as a constraint, if not available. All the teachers agreed that there is need for Adequate financial support to enhance effective teaching, all the teachers as well (100%) agreed that students access to computer can serve as a constraint, 55% agreed that the cost of providing adequate electricity for the system is too expensive, All teachers (100%) agreed that the priority of the school proprietor(ess) can influence the, use of computer to teach English language and 75% of the teachers agreed that other school factors like class size, location e.t.c. can affect the use of computer to teach English language. All the responses are above 50% and this is a pointer' to the fact that if all these factors are not in place, it can serve as a constraint to the effective use of computer to teach English language.

**Summary of Findings:** In this study, efforts had been made to evaluate the use of computer in the teaching and learning of English language in eight private secondary schools in Ibadan metropolis and findings of the study are as follow:

- It was discovered that teachers do not use computer to teach English language
- It was also discovered that the teachers are aware of the enormous benefits of using computer as an aid in the teaching of English language.
- Teachers' responses indicate that factors like the number of computers provided, availability of appropriate software, students' access to computer. The cost of providing electricity the priority of the school proprietor(ess), class size and location can either affect the use of computer positively or negatively in schools.

### **DISCUSSION OF FINDINGS**

The first finding of this study is that teachers do not use computer to teach English language. 195 (97.5%) of the students claimed that their teachers do not use computer to teach English language. This low level of utilization is confirmed by the findings of Olagunju [7] who discovered that science teachers underutilize ICT resources for learning. The low level of utilization might be as a result of the priority of the school proprietor(ess). If the proprietor(ess) do not give the use of computer to teach English language a priority, there is little or nothing the language teachers can do.

Another finding from this study is that the teachers are aware of the enormous benefits of using computer as an aid in the teaching of English language. This finding is corroborated with the findings of (Abada and Chiemeke [8] who discovered that two computer-assisted instructional modes on secondary school students achievement in practical geography were effective compared to the conventional method. If computer is of enormous benefits in the teaching and learning process, students and teachers should be computer literate at any level of our education in this country and particular attention should be paid to the adoption and utilization of Computer Assisted Instruction (CAI) into various subjects in the school curricula.

It was also found in the study that factors like the number of computers provided, availability of appropriate software, students access to computer, the cost of providing electricity, the priority of the school proprietor(ess), class size and location can either affect the use of computer positively or negatively in schools. Hawkridge [9] discovered that countries that have made computer installations part of their school plans were reported to have committed huge sum of money and material into the project. Investment in computer education programme is capital intensive. Efforts should therefore be made by schools both private and public to fund computer education scheme adequately.

Another important finding in this study is that the attitude of male and female students is positive towards the use of computer to learn English. This findings however, contradicts the findings of Babajide, [1] who reported that male teachers showed greater positive attitudes towards computer in education than the female teachers with established significant difference. Egunjobi [10] also found that male learners showed more interest in Computer Assisted Instruction than the female learners. This might be as a result of findings that have shown that male learners are more technologically inclined than female counterparts most especially in terms of computer orientation [Olagunju, 7, Uduosoro 11] in Egunjobi [10] . The population of this study constituted students from private secondary schools in Ibadan metropolis, this might be responsible for the finding because 98% of them are from educated parents.

## CONCLUSION

It has been established through the findings of this study that though many schools have computers they do not use it for instructions in school subjects especially, English. This then calls for a radical re-orientation of the various proprietor(ess) of private schools to make possible the use of computer in instructional process of English to improve the teaching and learning of the subject.

**Recommendation:** Based on the conclusion drawn from the findings of this study, the following recommendations are made.

Teachers and students should be encouraged to be computer literate.

All schools both public and private should have a well-equipped computer room for instructions in schools and it should be accessible.

Proprietors/Proprietress. of privately - owned secondary schools in Oyo State should endeavour to give priority to the use of computer to teach English language.

Government should provide computers in all public secondary schools and both the students and the teachers should have access to the systems.

Workshops and seminars on computer instruction for all teachers of English language should be organized from time to time by the Government and proprietors/proprietress of privately - owned secondary schools free of charge.

English language teachers should update their knowledge and improve their skills on how to use computer.

Software on English language teaching should be made available by Government and proprietors proprietress of schools for effective teaching.

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