

Availability and Use of ICT in the Teaching and Learning of English Pronouns in the Junior Secondary Schools in Ideato North L.G.A Imo State, Nigeria

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Abstract

Our social world is trending on a super highway, so every conscious knowledge or education has to key in, in order not to be crawling behind scheme of real world realities, where everything about the experiential world has been digitalized. So, the knowledge of the digital technology has become important in the teaching and learning in our schools. This study focuses on the use of ICT in the teaching and learning of the English Pronouns in secondary schools, and also its availability to achieving its pedagogical essence. Descriptive survey design was adopted for the study. The population of the study was 1,344. Simple random technique was used to select five schools out of the nine Junior Secondary Schools in the area. The sample of 400 respondents was used. Test re-test method was used to ascertain the reliability of the study. The instrument used was structured questionnaire which was made with reference to research questions. The research findings revealed that there is no available ICT for the teaching and learning of English pronouns in Ideato North Junior Secondary Schools, the use of ICT in the teaching and learning of English pronouns motivates and hold the interest of the learners, commands effective class control, and encourages retention of the learning outcome. English teachers of The JSS classes have little or no knowledge of the use of ICT for the teaching and learning of English pronouns. Other challenging such as poor electric supply impedes the use of ICT in the teaching and learning of English pronouns. Recommendation were made as follows: the curriculum planners should prescribe the required ICT facilities for the teaching and learning of the English language; the Government to provide adequate ICT for the teaching of English language; regular inspection and supervision should be conducted at intervals; provision of in-service training; seminars; workshops... for the teachers on ICT and to adopt ICT studies with adequate practical works in the teachers training colleges.

Introduction

Language is human; it is as old as man. The nature of language encompasses a very wide area of study. There has been controversy among the early scholars and later scholars over the origin of language. "A school of thought holds tenaciously that God gave to man a complete set of language (Language is innate) and that God created multilingual system at the tower of Babel (Genesis 9:6-9)" Obi-okoye (2011:31). Another school of thought claims that language is acquired by man via learning. Hence, man is tabula raza at birth.

In a general parlance, language could be defined as "the words, their pronunciation, method of combining them and method of assigning meaning to them. Amadi, Anyanwu and Izuagba (2012:1) "Assert that language can be simply defined as a complex and arbitrary system of vocal sounds used by man for communication in a given community". Among other importance of language; language play a distinct role in the human community; it is a means of communication between man and his social environment.

Man is a social being because his nature makes him so. Sociality and sociability is his natural instinct. He cannot but live in society. All his human qualities such as to learn or acquire a language, to pray, to play... only developed in human society through interaction with one another. Man cannot be a normal being in isolation; his nature compels him to live with his fellow beings. Necessity makes man a social being. Language alone: spoken, written or semiotic, is man's major tool to achieve his human needs.

In a nation where English serves as a second language, errors and mistakes are bound to occur in its usage. Tomori (2004) and Lamidi (2008): An individual is only bound to possess innate linguistic competence in ones mother tongue (L1) consequently, in such an environment as Nigeria, English Language highly requires conscious learning with appropriate Information and Communication Technology facilities. This will lead to effective learning and retention of the content. Therefore, language learners in the Junior Secondary Schools, especially in an environment like in Ideato North L.G.A, where English Language serves as a second language to these students, Information and Communication Technology facilities are of great importance for effective teaching and learning to be achieved.

Information and Communication Technology is an umbrella that includes the utilization of communication devices or applications, such as radio- sets, televisions, cellular phones, computer hardware and software

satellite system and so on. Broadly speaking, technology involves the modification of the natural world to suit specific purpose. Akintunde and Angulu (2015).

The importance of ICT infrastructure in the teaching and learning of English pronouns especially in the Junior Secondary schools in Ideato North L.G.A is quite enormous and cannot be over emphasized. Information and Technology goes a long way in contributing to universal access to education, equity in education, delivery of quality teaching and learning, teachers' professional development, governance and administration. Consequently, ICT will take a holistic and more comprehensive approach in enhancing the teaching and learning of English Pronouns in the Junior Secondary schools in Ideato North L.G.A.

English (Pronouns) is not Nigerians' mother tongue language (Li), hence adequate measure ought to be employed in its teaching and learning such as the use of ICT infrastructures to break the abstractness of English terminologies and make them more concrete. More so, Information and Communication Technology gives the learners the opportunity of experiencing (psychomotor development), as he observes, hears, touches, or manipulates the facilities, carries out some experiments or interact with some concrete objects and situations. It is only Information and Communication Technology that can avail the students of the Junior Secondary Schools in Ideato North L.G.A the opportunity of witnessing an English native speaker as he or she makes use of the English pronouns in his or her speeches. This enables the learner to learn both the proper pronunciation and usage of the English pronouns. Consequently, availability and the use of ICT in the teaching and learning of English pronouns determine the effectiveness of the teaching and learning of English Pronouns in Ideato North L.G.A. Hence, ICT equips the learners to overcome the areas of constraint in the teaching and learning of English pronouns in such areas like the rural community of Ideato North L.G.A.

Furthermore, teaching English Pronouns in respect to its scope and nature, which is multidimensional, integrative and dynamic, cannot effectively take place without the use of Information and Communication Technology. The major aim of using Information and Communication Technology while teaching English Pronouns in the J.S.S. Schools in Ideato North L.G.A is to achieve better understanding of the content (Subject matter) and to achieve native like competence (both in the spoken and written forms) in the usage of English Pronouns. This knowledge gained through the acquisition and appropriate use of ICT leads the students to achieve excellent result both in their internal and external examinations in English Language and in building the students' English grammar.

Statement of the Problem

Over the years, the poor usage of the English Pronouns by the junior secondary students in Ideato North L.G.A. Imo State; where I hail from, and where I did my internship (teaching practice) is quite alarming and foreboding. Example of spoken form:

Student A: Whom is that person again?

Student B: It is me myself

Example of Written Form:

Student A: This are brilliant students

Student: B: That is them books.

Furthermore, despite the role of ICT towards enhancing teaching and learning in the Junior Secondary school system; during my internship { teaching practice} I observed that most of the public Secondary Schools in Ideato North L.G.A have no provision of ICT for teaching and learning purposes, hence depriving these students the privilege of being computer literate and equity in education which ICT offers. Consequently, the study intends to eradicate the constraint areas in the teaching and learning of English pronouns in the Junior Secondary Schools in Ideato North L.G.A through the use of ICT infrastructure. Above all, to find out the availability of ICT infrastructures for the teaching and learning of English pronouns in the Junior Secondary Schools in Ideato North L.G.A; to find out the extent to which ICT can leads to effectiveness in the teaching and learning of the English Pronouns; the extent to which teachers in Ideato North L.G.A often use ICT resources in their public schools while teaching and learning of the English pronouns; as well as to find out the extent of ICT knowledge possessed by these English teachers for the teaching and learning of English Pronouns. Also, to find out if there are other hindrances which impede the use of ICT in the teaching and learning of English pronouns in the Junior Secondary Schools in Ideato North L.G.A. Imo State.

Significance of the Study

At the end of this research work; the following people will benefit from its findings: The students, the teachers, the curriculum planners, the authors and the others who may come across this work.

To the students, the findings of this work will guide them in the proper use of the English pronouns. It will also motivate them to be interested in the use of ICT in studying English pronouns. This work will bring to their knowledge “EQUITY IN EDUCATION” and they will be motivated to study harder.

The teachers will find this work very useful as it will increase their awareness on the effective method to use during teaching and learning of English pronouns in order to achieve the intended outcome on cognitive, affective and psychomotor domain.

The curriculum planners will also benefit from this work; the conclusions from the result of the findings will help them to know what to add and what to remove from their planned curriculum for the junior secondary schools; so as to render best help to the contemporary students.

The government will come to the awareness of the urgent need of ICT infrastructures in the junior secondary schools in Ideato North L.G.A; especially ICT needs in the teaching and learning of English language. Consequently, they will be motivated to provide ICT to these young learners.

Authors will greatly benefit from this work as its finding will afford them with materials to write on.

Lastly, the parents and others who may come across this work will be motivated to provide ICT facilities for their children at home when they are away from schools.

Literature Review

Theoretical Framework

Behavioural or Stimulus (S.R) Learning theory: The proponents of this theory are: E.I Thorndike, BF Skinner, Ivan Pavlov, John Locke... they are also called associationists, connectionists, realist psychologists. These scholars have pre-conceived notion that man is born without innate abilities. John Locke would put it this way, “Human mind at birth is tabula rasa”. Hence, an empty slate in which experience can be printed upon. He reacts spontaneously to environment. He is not by nature goal-oriented or a purposive searcher of knowledge. He depends on reinforcement to learn... Hence, learning occurs in a piece meal fashion and comes by trial and error. It should start from simple to complex and from known to unknown. In addition, this association theory was boosted by Ivan Pavlov’s experiment with a hungry dog. Educational implication of this theory on this study are: just like Ivan Pavlov’s dog learnt to associate sound with food, so too the L2 learner of English pronouns in Junior Secondary Schools in Ideato North L.G.A will learn to associate a pronoun to its antecedent (a pronoun agree with its antecedent when it matches in number agreement, Subject verb agreement...) through consistency in the use of ICT in the teaching and learning of English Pronouns in the Junior secondary schools, in Ideato North L.G.A.

Vygotsky Sociocultural Theory (1934-1962)

Vygotsky was a Russian developmentalist whose theory assumes that culture, for examples beliefs, values, traditions, and skills of a social group which are transmitted from one generation to another aid in human development. Vygotsky’s is a contemporary theory of human development. Vygotsky’s theory recognizes diversity of culture in human development. The main trust of the theory is that “Children’s intellectual development is closely tied to their cultures” Hence, children do not develop the same type of mind across the globe. Vygotsky theorized that human development ought to be evaluated on four interrelated perspectives of interaction with children’s development such as:

- a. Microgenetic: This refers to the changes that covers relatively brief period of time. For example; a child solving additional problems for eleven weeks.
- b. Ontogenetic: This refers to the development of an individual over his or her life time
- c. Phylogentic development: It refers to changes over evolutionary time as in thousands and millions of years.
- d. Socio-historical development: Which refers to changes that may have occurred to ones culture, norms, technologies...

Educational implication: Vygotsky’s theory proposes that if the junior secondary students in Ideato North L.G.A are provided with conducive learning environment a child can construct knowledge for oneself. Conducive learning environment includes well equipped language laboratory, micro-phone, and television with internet connections... Consequently, educational implications of this theory advocates for the provision and usage of I.C.T in the teaching and learning of the English pronouns in Ideato North L.G.A.

Information and Communication Technology shifts knowledge from abstract to concrete and offers the learners the opportunity to discover knowledge. Furthermore, the theory encourages collaboration among the learners,

adaptation of subject matter, and learning skills of learner's interest, and proposes that learners should be given ample time to think, question, reflect, interact with ideas, objects and others for these will help them to construct knowledge.

Social Learning Theory

This learning theory can be described as interactive approach to learning or observational learning theory. The theory is chiefly propounded by Albert Bandura. According to this theory; learning occurs through the process of observation, imitation and modeling. Observational learning occurs when the organism's response is influenced by the observation of those who are called models. Social learning emphasizes the reciprocal relationship between an individual and his environment. Educational implications of social learning theory emphasizes that learning is achieved through observation, imitation and modeling. Consequently, a junior secondary student in Ideato North L.G.A who is an (L2) learner of the English Language will need firstly, a model and secondly, the opportunity to observe the model so as to imitate the positively reinforced activities of the model. Thereby, learning has metamorphosed. ICT learning devices provides modeling in the classroom in various ways such as: teacher substitute; filmed modeling; audio tape-recorded modeling... The teacher is always made available in various ways by the computer such as "Mavis beacon" that teaches typing in the computer. A child can learn or acquire new knowledge through manipulating the computers (ICT) individually or in a group with other learners. This can be called discovery method of learning. A learner can use ICT devices and carry out class assignment and thereby gain new knowledge. The computer (ICT) can correct the errors a learner may commit in written form. The ICT devices through DSTV and other internet connections provides the learner the opportunity of watching and listening to the native English speakers as they make use of the English Pronouns. In addition, there are various kinds of classroom models:

- a. Live modeling,
- b. Filmed modeling,
- c. Audio tape- recorded modeling
- d. Symbolic modeling
- e. The teacher as a model...

Methodology

The population of the study comprised all the J.S.S 3 and J.S.S.2 in Ideato North L.G.A for the academic for 2016/2017 Section.

Table One: Total population of Junior Secondary Schools in Ideato North L.G.A.

S/N	Junior Secondary School in Ideato North L.G.A	JSS2	JSS 3	Total
1	Akokwa High School	99	108	207
2	Akokwa Secondary Technical School	92	118	210
3	Akpulu Secondary School	82	64	148
4	Commercial Secondary School Osina	115	112	166
5	Comprehensive Sec. Sch. AnicheObinetiti	30	26	62
6	Comprehensive Secondary School Urualla	142	107	207
7	Iheme Memorial Sec. School Arondizuogu	32	33	65
8	National High School Arondizogu	101	74	145
9	Obodoukwu Secondary Technical School	67	71	134
	Total			1,344

Source: Imo State Ministry of Education 2017.

Sample and Sampling Techniques

The researcher employed simple random techniques for the selection of the schools. Five secondary schools were selected out of nine public secondary schools in Ideato North L.G.A Imo State. Half of the population of the J.S.S.11 and J.S.S.111 students from each of the five randomly selected schools were used as sample size. Therefore, total number of 400 junior students were selected out of the 1,344 junior students in J.S.S11 and J.S.111. "No fixed number or percentage is ideal; rather the sample should depend on the circumstances of the study situation; note also, that when the population is too small, the entire population can be used as a sample" Osuala, R.C. and Ihekwaba, C.N.(2014:65) The table below explicitly shows the number of students selected from each of the five schools.

Analysis of the Data

S/ N	ITEMS	SA	A	D	SD	TOTAL	X	REMARK
1	ICT resources are not available for the teaching and learning of English pronouns	294 1176	98 29 4	2 4	0 0	1474 394	3.74	Accepted
2	There are enough computers and internet connections for the teaching and learning of English pronouns	0 0	0 0	194 388	200 200	588 394	1.49	Rejected
3	There is an equipped language laboratory for teaching and learning purposes.	0 0	0 0	70 140	3243 24	464 394	1.17	Rejected
4	There is television, video and audio tape recorder... for language teaching and learning purposes	0 0	0 0	150 300	2442 44	544 394	1.38	Rejected

Cumulative mean = 1.94

The analysis of the table ii above, shows that there is no ICT facility made available to the teachers who may want to use ICT while teaching and learning of English pronouns in the Ideato North Junior Secondary Schools. The table also shows that the average mean score attained by the students' responses was 1.94; which was rejected for been below average mean of 2.5.

Findings

The finding of the study reveals that there are no ICT resources available for the teachers who may wish to use them. The cumulative mean of the respondents of the questionnaire was 1.94 ; and was rejected. This is in line with the findings of Abonyi (2014), ICT is not adequately provided for the public secondary schools in Nsukka Educational zone and the available ones are not even used by the teachers.

Conclusion

In view of all the findings, the use of ICT resources in the teaching and learning of English pronouns is very important for effective learning outcome, as it motivates and holds the interest of the learners; also commands effective class control during teaching and learning Processes. Moreover, in teaching and learning of the English pronouns, ICT aids the learners' memory and learning skills, thereby encouraging retention of the learning objectives. ICT resources such as computer, television, video tape recorder, audio tape player, microphone, language laboratory are not made available for the teaching and learning of the English pronouns in the Junior secondary Schools in Ideato North L.G.A. Consequently, the few teachers who may want to use ICT to teach English pronouns are left incapacitated and this helps to influence the poor performance of Junior Secondary Students' English grammar. Other challenging abound which impedes the use of ICT in the teaching of English pronouns in Ideato North Junior Secondary Schools, namely: poor electric supply, lack of ICT resources, poor human resources, over population of students.

Recommendations

Having carried out the research, the following recommendations are made with respect to the researcher's findings so that ICT may be made available and incorporated into the teaching and learning of the English pronouns in the Junior Secondary Schools in Ideato North L.G.A.

- 1: Curriculum planners should select the required ICT resources necessary for the teaching and learning of the English pronouns. So that their provision and use during teaching and learning will be made mandatory in the Junior Secondary Schools
- 2: Fund should be made available by the government (federal and state) to schools for the provision and purchase of ICT facilities for teaching and learning purposes.
- 3: Regular inspection and supervision should be conducted at interval in order to ensure availability and use of ICT facilities in the teaching and learning processes.
- 4: Teachers should be knowledgeable on the use of ICT for the teaching and learning purposes in the junior Secondary Schools in Ideato North L.G.A. Also when there is need, in-service training, seminars, workshops should be made available for the teachers on the use of ICT for the teaching and learning purposes in the junior Secondary Schools in Ideato North L.G.A.

- 5: There is urgent need to employ teacher aid; that is teachers who are specialized in the use of ICT resources and language laboratory.
- 6: The Government needs to build enough classrooms in order to decongest the present over populated classrooms.
- 7: Most of the villages in Ideato North have no electric supply, hence the government, especially the state level should budget to offer electricity to these abandoned areas.

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