

The Relevance of Information Communication Technology in Teaching and Learning of English Language at Primary School Level in Nigeria

By

DR. (MRS) IFEYINWA CHRISTIANA MADUABUM

Abstract

The introduction of Information Communication Technology (ICT) has changed the global landscape and has revolutionized the political, economic, academic and social sectors of the world. Evidence from research studies reveals that use of ICTs; in particular computer technologies, has made positive impact on learning by improving academic achievements. The knowledge and effective application of this modern trend in Nigeria is very relevant and beneficial in national and human resources development. This paper highlights the role of ICT in teaching and learning of English at primary school level in Nigeria in line with global trends to meet current demands for effectiveness.

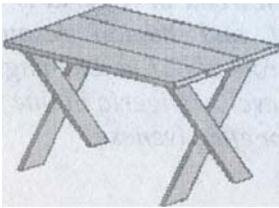
Introduction

The term information communication technology (ICT) has been defined in many ways by many authors. Collins (2008) opines that information consists of facts or details about a situation, person or events. Information technology on the other hand is regarded as the study or use of electronic processes for storing information and making it available for users. Information communication technology can also be looked at as a catch phrase used to describe a range of devices for gathering, retrieving, processing, analyzing and transmitting information (Awe, 2007).

From the above perspectives, ICT can be regarded as gadgets which receive, record, process, transmit and retrieve information. At this juncture, one may ask: how can these gadgets or technologies be applied in teaching and learning of English Language at the primary school level in Nigeria? It is on this that we now focus attention.

- A. Activities in English Language which can be taught with Computer.

Topic: Teaching New Words: Table, Chair, book, pencil, house, tree, door, and window. The new words are pronounced initially by the teacher as they are programmed in the computer. The new words appear on the computer screen with objects representing them.



Table

This is a Table



Chair

This is a Chair



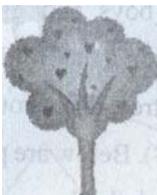
House

This is a house



Book

This is a book



Tree

This is a tree



Door

I am pointing at the door I am pointing at the window.

For younger children, pictures are used. For older children, however, we can compose a song from these objects and new words drawn and written.

This is a table

This is a chair

This is a tree

I am pointing at the door

I am pointing at the window

This is a book

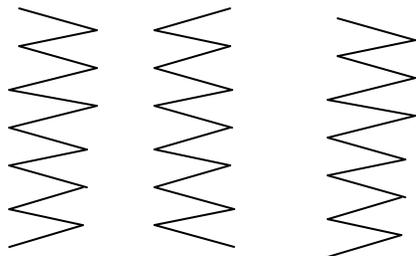
I am holding the book

This is a house.

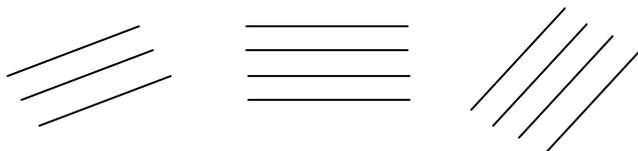
I am living inside the house

For this song, children stand in a circle pointing at the table, chair, tree, door, window, house and dance round (boys and girls) together with the help of a teacher. For the second song, the children stand in a circle and dance round the table, chair, tree, door, house, window together with the boys/girls. (Grant, 1998). Below are pre-writing activities one can teach to primary school children using computer:

1. Teach them how to Form Zig-Zag



2. Teach them how to make strokes



3. Teach them how to count numbers using pebbles.

1 = 0

3 = 000

2 = 00

4 = 0000

4. Teach them small alphabets

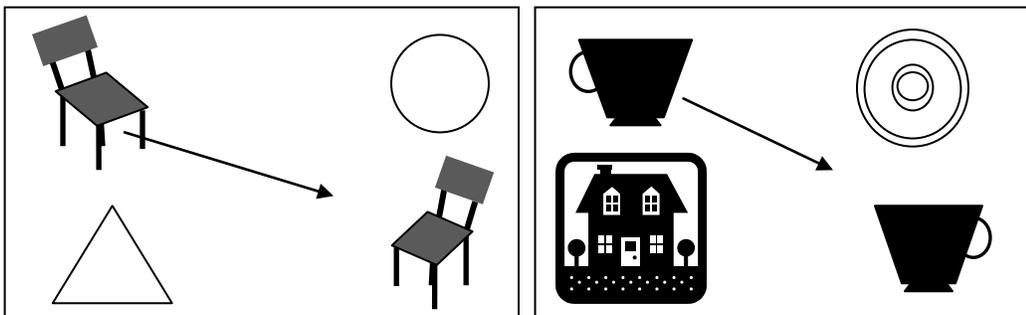
a, b, c, d, e, f, g.

5. Teach them capital alphabets

A, B, C, D, E, F, G.

Activity II

Computer can also be used to teach matching words/objects that are the same. Example



Chair – Chair

Cup – Cup

Matching letter forms.

b	o, f, c, b
e	t, e, o, m, n
o	x, y, o, z
d	e, f, g, d, h

Tracing letter forms with wooden letters or plastics.

I D I F M O P E

Circle the word that is the same as the bold word on the left

Book	Cake, book, Mat
Fish	Frog, bell, fish
Man	Meat, Mat, Man

(Grant, 1998)

The computer will solve these problems. The major role of computer is to assist or mediate instruction. It can do this because it can store information in the memory. The information may consist of questions, answers, test, facts etc. The computer can act as a tutor by asking questions. It can do this by playing a tape recording through the hearing phones; by displaying a photograph on the screen or by writing with a type-writer. The screen could also present a motion picture material from a video tape to accompany the verbal statements. This communication may present an explanation, a series of discovery exercises, a series of practice exercises. The pupils may respond to the questions by drawing on the screen or answering the questions. Thus, the computer presents lessons tailored to the individual pupil who is given new material as fast as he can demonstrate proficiency. The computer thus frees the teacher from routine activities such as correcting assignments, receiving, giving tests, keeping records, giving remedial instruction, selecting individualized assignments. The teacher's role will involve inspiring students, developing attitudes and values, teaching originality and application and adding the human element in learning. (Alexander, 1993).

Apart from the computer, there is need also to draw attention to educational technology devices as an integral part of computer that could facilitate teaching/learning of English Language. Audio means "hear" and video means "see". A combination of seeing and hearing devices would give greater meaning and further concretize the teaching/learning of English language.

Some audio-visual aids that aid the teaching of English language include wall pictures, flannel graphs, flipcharts, puppets, cartoons, strips, films and filmstrips. These aids fall into print and non-print materials.

A wide range of resource materials fall within print materials. They could be classified under textbooks and other print materials. (Okorie, 1979; Farrant, 1980). Of all the print materials of instruction, the textbook, a visual aid, has had the most influence on teaching content and methods. Radio on the other hand; an audio aid could be used as a support material for language teaching. In the face of the dwindling first language speakers, the radio cassettes could be used to capture and bring to the class model speakers of the language for the pupils to imitate.

Multimedia approaches can also be used in teaching English. A resourceful teacher should use multimedia approach. In other words, she should adopt different media to reinforce each other for effective classroom interaction. Language laboratory is another audio material that can be used for speeches. Audio tapes can be used to record works like speeches in particular.

What then are the Classroom implications of Information Communication for the Primary School teacher?

The rationale for Information Communication technology focuses on the improvement of teaching and learning. That is, the computer can be used to enrich existing curriculum through one's adoption of various instructional programmes. Pupils can proceed at their own pace through

computerized instruction. Computer helps English Language teachers to recognize their roles in teaching and learning. It enables the teacher to use appropriate wide range of technologies to enhance pupils learning of English Language by choosing when to employ those technologies in relation to their instructional frameworks and level of schooling. It is also worthy of note as Alexander (1993) puts it: computer gives room for English Language teachers to develop their own computer skills and also relevant skills in their pupils.

Recommendations

One major task that has faced education planners and policy makers the world over is that of how to improve the quality of education offered to the citizenry as a response to the challenges posed by advancement in information communication technology.

English language teachers should ensure appropriate application of a wide range of technologies for effective teaching and learning in English language classroom. To this end, it is recommended that Ministry of Education should regularly organize conferences, seminars and workshops targeted at training pre-service and in-service teachers on the pedagogical element that focuses on the use of information communication technology in English Language classroom to enhance teaching and learning. The provision of information communication technology facilities in schools to make this realizable cannot be over-emphasized.

Conclusion:

The computer constitutes a vital tool in the teaching learning process. In this paper, an attempt has been made to highlight its wide applicability for effective teaching and learning of English language to young children. Intervention strategies were suggested to ensure teacher pedagogical acquisition of the requisite skills.

References

- Agwu, S.N. (1995) *Educational Technology and the teaching of reading: Educational Researcher* 1 (1): 12 - 18.
- Alexander, M.P. (1993). *The Effective use of Computer and calculators in College Algebra*: Atlanta: Georgia State University Press.
- Awe, J. (2007) *Nigeria ICT 4D Annual Review* [http. wwwjudew.com](http://www.judew.com). retrieved 15/1 1/2011.
- Collins, R. (2008). *Creating the Culture for information Communication Technology*. Ado-Ekiti: Faculty of Education Publication.
- Farrant, J.S. (1980). *Principles and Practice of Education* (New Edition) London: Longmas.

Grant, M. (1998). *Teaching English with Younger children*. London: Macmillan.

Okorie, J. U. (1979). *Fundamentals of Teaching Practice*. Enugu: Fourth Dimension Publishers.