

Evaluation of Technology-Based Instruction of Language Arts Graduates in South-South, Nigeria

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Abstract

The purpose of this study was to carry out an evaluation of the technology-based instruction of language arts graduates of tertiary institutions in south-south, Nigeria. In pursuit of this, a major specific objective was outlined from which one research question was raised. The study adopted the survey design. From the population, a sample of 250 respondents comprising all graduates of language arts only from tertiary education was drawn. Using a census sampling technique, all colleges running the language arts programmes were sampled. A questionnaire constructed by the researcher was administered and a self-designed checklist was used to collect data. The data collected were analysed using simple percentages. Recommendations were made based on results.

Keywords: Language arts, technology-based instruction, tertiary education, South-South, Nigeria

Introduction

Learning, to a layman is a process whereby an organism acquires knowledge, skills in listening, reading, speaking and writing. Learning situation has features of behaviour. For instance, if one is learning to type using the computer (psycho-motor learning), or how to read (verbal learning), inference is drawn when the act is performed. For example, if a person types well, one would say that he has learned how to type. On the other hand, if he reads any material well, one would say he has learned how to read. Learning therefore is the relatively permanent change in behaviour as a result of

reinforcement, practice and experience, some of which may occur at the tertiary education level based on its curriculum.

Tertiary education is the third level or post-secondary level comprising of colleges of education and universities. The purpose of this level of education is to create prepared minds, while its population in this study is defined as those who have completed the highest level of education in south-south, Nigeria. As globalization and technology continues to re-shape the needs of labour markets worldwide, the demand for individuals with a broader knowledge base and more specialized skills continues to rise. In a research report by Project-clue (2019), it was observed that graduates are technically incompetent and low in quality. Any experienced language arts teacher knows that the best way to teach students how to write is by first modelling and analysing exemplars that show standard mastery (Strauss, 2016).

Language arts, being the study and improvement of the arts of language, primarily divided into literature and language, where language is both linguistics, and deals with specific languages. Its teaching involves teaching listening, reading, writing and speaking. Teaching language arts is necessary for students' success in other courses. It is a foundation for communication and lifelong learning. That is why building in learners can improve and practice their comprehension, spelling, vocabulary and text writing. Language arts, as a field of study constitute a particularly important area in teacher education. Developing learners' skills in communicating information accurately and in a way that is appropriate to the subject, purpose and audience is a major aim of the language arts teachers, particularly in this age of technology.

Technology-based knowledge has permeated every sector of human existence and modern society and of course has extended to the classroom life. Indeed, we are in the era of globalization in which the free flow of information through satellite and the internet holds sway in our society (Aduwa-Ogiegbaen & Iyamu, 2005). Technology is an instrument for economic development, hence, Nigeria insists on

knowledge of technology during instruction to learners of the new world.

Accordingly, Okey (2014) asserts that technology-based instruction is becoming more crucial to students' academic success and development. Hence, the pressing need for digital skills in the 21st century, such as those replete with potential values of technologies as tools for learning and job performance. One of the challenges facing teacher educators is how to ensure that graduate teachers acquire the necessary combined skills and pedagogical knowledge to enable them effectively use emerging technologies in the classroom as well as continue to develop and adapt to these technologies (Kolawole, 2016). Nigeria has evolved to introduce computer education in primary and secondary school (TETFUND, 2012), and as such, there is need to produce professional teachers in the use of technology-based instruction. This raised the need for tertiary education to offer some basic technology as either core or elective course for all students in all disciplines including language arts.

Considering the huge investment by the Federal Government of Nigeria on technological programmes, it is necessary to have a feedback on whether technology-based instruction is on-going and achieving the anticipated results, and if not find out what the constraints are and how to tackle them and improve the framework for policy revision. This is what informed the conduct of this research in the products of tertiary education in South-South, Nigeria; a geopolitical zone consisting of 6 states; namely Akwa Ibom, Cross River, Bayelsa, Rivers, Delta, and Edo.

Statement of the problem

By all standards, the level of literacy in technology in the society is still observed to be poor (TETFUND, 2012). This questions the possibility of Nigeria attaining technological independence, transformation and change agenda being advocated. As an effort to address this, the researcher moved to answer this pertinent question: Are the contents in computer taught at the tertiary level of education to language arts students adequate in relation to the minimum requirement? This is

investigated through specifically searching what proportion of language arts teachers own/use technology-based instruction in their teaching.

Research questions

To guide the study the question posed was:

1. What proportion of language arts teachers own/use technology-based instructional materials (desktop, scanner, printer, Microsoft Word, Microsoft Access, Microsoft PowerPoint) in their classes?

Methodology

The survey design was adopted for the study due to its occupation with describing what is and establishing the relationship existing among variables. The sample of the study was made up of all language arts graduates from colleges of education/universities in 2 of the South-South states which comprise Akwa Ibom and Cross River States from 2015-2018. There are 7 of such institutions owned by the government running the language arts programme within the period in the study area with a population of 1550 graduates. The sample drawn was 155 selected from the population. These were the graduates of the period of study currently teaching language arts at the secondary level of education in south-south, Nigeria.

Results

To answer the first question on what proportion of language arts teachers use/own technology-based instructional materials (desktop, scanner, printer, Microsoft Word, Microsoft Access, Microsoft PowerPoint) in their classes, as summarized in table 1, a descriptive statistics was used.

Table 1

Summary of responses on the proportion of language arts teachers who use/ own technology-based instructional materials in their classes

Item	SA (%)	A (%)	D (%)	SD (%)
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I do not own nor use a personal computer In my teaching	86 34.4 %	60 24. 0%	49 19. 6%	55 22%
No need to use technology- based instructional materials to teach students	73 29.2 %	59 23. 6 %	59 23. 6%	59 23.6 %
CDs or flash drives are not necessary aids for students of language arts	61 24.4 %	54 21. 6%	62 24. 8%	73 29.2 %
All teachers of language arts should use technology aids to teach students	64 25.6 %	54 21. 6%	64 25. 6%	68 27.2 %
I use video clips while teaching my students	70 28.0 %	90 36. 2%	46 18. 4%	44 17.6 %S

Discussion

As shown in table 1, 58.4% of the respondents do not own and use a personal technology in teaching. This means that the proportion of language arts teachers who own and use computers is 41.6%. This is rather a small proportion coming from people trained to teach others, and it becomes worrisome and calls for concern. Especially that Jegede (1998) had observed that technology aid instruction is the most required skills for a classroom practitioner.

From the responses of 'No need to use technology-based instructional materials to teach students', 29.2% strongly agreed, 23.6% agreed, while 23.6% disagreed and 23.6% strongly disagreed. If the responses are collapsed into two directions only, it can be

observed that the proportion of teachers who do not see any need to use computer while teaching language arts to students are 52.8%, while 47.2% is the proportion that feel there is need or deem it necessary to do so.

With regards to whether CDs or flash drives are not necessary aids for students of language arts, it could be seen that the proportion who do not deem it necessary are 46.0% , while those who see the need for such elements to be used are 54.0%. On whether all teachers of language arts should use technology aids to teach students, 25.6% and 21.6% strongly agreed and agreed respectively. On the other hand, it was observed that 25.6% and 27.2% of the respondents, sum of 52.8% disagreed and strongly disagreed respectively that all teachers of language arts should use technology aids to teach language arts. This means that from the number of teachers sampled a larger percentage averred that not all teachers of language arts should use technology aids to teach students.

Lastly, the table also presents the result of investigation of the proportion of language arts teachers who use video clips while teaching their students. Here 28.0 % and 36.0% respondents strongly agreed and agreed that they use video clips in teaching. This is equal to 64% of the sample. On the other hand, 18.4% and 17.6% making a total of 36.0% of the respondents do not use video clips while teaching their students.

The implication of these results is that what is expected of graduates of a system with respect to use of technology-based instructional materials are not executed by many language arts graduates. They rather consider such relevant items as unnecessary, not taking into cognisance the fact that technology performs a lot of functions in teaching and learning which compelled countries to add technological literacy in language classes in schools to enable young people to succeed in today's technologically developed world.

Conclusion

From the finding in this study, a tenable result was drawn on the implementation of technology programme by tertiary institution in

south-south, Nigeria. It shows that the objectives of technology education are far from being achieved. The results showed that a large proportion of language arts teachers do not own/use technology-based instructional materials in lesson delivery. This could be attributed to the fact that many of them do not have the competence or may have been constrained in one way or the other. Language arts graduates teaching language arts skills should be trained regularly on the use of required facilities so as to equip them to teach students who pass through them to be competent. Secondly, technology programme should be made a core course and strictly monitored by the authorities concerned to ensure that the contents in technology taught at this level of education to language arts students are adequate in relation to the National minimum requirement.

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