# The Effects of the Use of Information and Communication Technology (ICT) on the Learning and Teaching of English In Nigeria: A Case Study of Three Tertiary Institutions in Katsina State

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**ABSTRACT**
This paper examines the impacts of ICT in English Language Learning/Teaching on Nigeria's national development through a questionnaire administered among three hundred students from three tertiary institutions in Katsina State. Avidly, stratified random sampling technique was employed in gathering the data. The findings revealed that ICT usage in Nigerian education is reducing illiteracy and poverty and is much more improving the nation's technology, there is also an important relation between ICT in English Language which helps in developing the Nigeria's economy. The research paper also recommended that government needs to curtail the misuse of this digital tool, and also improve the nation's power sector as well as developing positive attitude to supply digitalized tools for English teaching.
**Keyword:** ICT, English Language Teaching & Learning, Digitalized tools for English Teaching

**INTRODUCTION**
Information and Communication Technologies (ICT) are electronic technologies used for information storage and retrieval. Development is partly determined by the ability to establish a synergistic interaction between technological innovation and human value. The rapid rate at which ICT has evolved since the mid 20th century, the convergence and pervasiveness of ICT give them strong role in development and globalization (Nwagwu, 2006). ICT has significant impact on all areas of human activity (Brake and Chiserga, 2008).
The field of education has been affected by ICT which have undoubtedly affected teaching and learning research (Yusuf, 2005), a great deal of research has proven the benefits to the quality of education (Al-Ansar, 2006). ICTs have the potential to accelerate, and deepen skills, to motivate and engage students and create economic viability for tomorrow's worker as well as strengthening teaching and helping strong change (Davis and Teare, 1999).
In a rapidly changing world, ICT is essential for an individual to be able to access and apply information. Such ability must include ICT as requisite in the global village today. This research work focuses on ICT application in the use of internet communication technology or information and communication technology (ICT) in the English Language is a tradition in Nigeria and Africa at large. In the view of many linguists "one of the foremost events in the last forty years in Africa is the continent's connection to the global world through the information and mobile telecommunication".

The use and adoption of computer-mediated communication (CMC) in the teaching and learning of English as a second language has been introduced to Nigerian socio-cultural setting as a result of the global networking of the new culture often called "digital usage referred to "Print Literacy".

In Nigerian point of view, the use of ICT in the teaching and learning of English as a second language has become common place. Teachers of English as a second language in Nigeria have now commenced the act of updating their knowledge in computer literacy. Prior to the foregoing analysis, the Katsina State government through the ministry of Education have started organizing seminars and workshops for the English Language teachers in the way to employ the new digital technology in the teaching of English as a second language.

However, the non-governmental organizations have also contributed immensely towards organizing workshops for lecturers of the three tertiary institutions in Katsina State.

## Problem Statement

Nigeria is a nation where we have multiplicity of culture and language use. According to Adegbiju (1994), we have not less than four hundred mother-tongue in Nigeria. The linguistic heterogeneity in Nigeria has led to lack of unity of purpose among different ethnic groups in the nation. This disunity has led to the formation of different ethnic militants like i. Maitatsine Islamic fundamentalists of 1980 in northern Nigeria ii. Bad leadership iii. Corruption iv. Lack of Unity v. Insecurities

All these discourage foreign investment. The above listed points beside others made Nigeria to remain underdeveloped. This paper was used to examine the effects of the employment of ICT in the English Language teaching on Nigeria's national development.

## Objectives

The use of ICT in education is absolutely required. Integration of ICT in teaching and learning process is a topic of interest to many researchers, including education practitioners. The use of ICT can be applied in three different scopes such as curriculum, topics and teaching. The students, nowadays just get access to ICT through computers and mobile devices connected to the internet. All information concerning English Language and other related fields of learning can be presented in a short time just by using the internet. Most of the learning materials are now obtained from the internet. The soft copies could be copied and kept in USB flash drives and other devices or printed directly to be used as printed learning materials.

This essay proposes description to help the institutions, teachers and students that the role of technology is used to ease them to achieve the objectives of the education. Besides it is aimed to introduce the teachers and students about effects of technology in language teaching and learning.

At the latest decades, technology becomes the most important thing in which many people are eased to accomplish the complicated and sophisticated problems. Therefore, the objective of this research work is to describe ICT, the benefits of ICT and explain how significant is the use of ICT in English language teaching and Learning, and how people are helped to solve their problems by means of ICT.

## Research Questions

The study was designed to proffer possible solutions to the following research questions (RQT):

RQ 1: What are impact of the use of ICT on English Language Teaching in Nigeria?

RQ 2: What are the relations between the use of ICT in English Teaching and Nigeria's development?

RQ 3: What advantage can CMC English Language teaching and learning bring to Nigeria?

RQ 4: Can the use of ICT in Nigeria education improve the nation's development?

RQ 5: What are the negative effects of employing ICT in the English Language in Nigeria?

## Significance of The Study

The study is significant because it can help the teacher's students, policy makers and future researchers in filling the existing gap in the research on the teaching and learning of English as a second language in Nigeria. Besides, the work is significant in not only expanding the terrain of research in language education generally, but also useful in giving valuable/relevant recommendations on transforming Nigeria's language and education policy, national unity and development.

**Method/Procedure of the Study**
The data for the study were gathered from three hundred (300) randomly selected students from three tertiary institutions in Katsina State, Nigeria: Hassan Usman Katsina Polytechnic, Isa Kaita College of Education Dutsin-ma and Federal College of Education Katsina. Stratified random sampling technique was used in gathering the sampled respondents. Respondents were sampled from these schools. The data for the study were analysed by employing the statistical tool per chart.

**Instrument For Data Collection**
The instrument employed in data collection was a structured response questionnaire and interview schedule developed by the researchers. The questionnaires were structured to avoid ambiguity and simple to understand. Multiple choice questions were included to ensure a wide range of choice for the respondents. The questions were designed on an ordinal scale to elicit the following information:-
-   Are the facilities available for students use?
-   Do students readily make use of ICT facilities?
-   How often do students use the facilities for learning?

The questionnaires contain five (5) questions. The respondents were asked to fill in the correct information or by ticking the closest option that suits their answers.

Face and content validity of the instruments were confirmed by professional experts from the Departments of English and Adult and Non-formal Education, Hassan Usman Katsina polytechnic, Isa Kaita College of Education Dutsin-ma and Federal College of Education Katsina. Though there was an interview guide questions developed through evolution of conservation with the participants.

**THEORETICAL FRAME WORK/LITERATURE REVIEW**
English Language is a necessity for most people in today's world, while technology has a high profile demand and also contributes towards the development of education. English is perceived as one of the difficult subjects, teachers must create interactive teaching and learning to make student's interest a reality. In the history and development of education, information technology is part of the medium used to convey messages. It encompasses printing technology a few centuries ago, such as printed books, telecommunications, media, voice recorded on tape, video, television and CD. According to Kent, (2004) ICT in education point of view refers to "Information and Communication Technology (ICT)" such as computers, communications facilities and features that variously support teaching/learning and range of activities in education (QCA Schemes of work for ICT in Kent country council, 2004). Technologies include: the technologies like computer which plays a central role' that is Computer Assisted Learning (CALL), the internet and variety of generic computer application (Fitzparicc and Davies, 2007).

In the development of information technology, the internet directs the history of educational technology in the new groove; online services in the education of both degree and non-degree are basically providing educational services to users using the internet as a medium. Online services can be composed of various stages of the process of educational programs such as registration, test entry, payment, learning case assignments, case discussions, and announcements. Noting the positive impact of various studies on the use of ICT to support learning in schools, it is recommended, for all the schools across the nation to have the prospect of future accessibility to deploying ICT in supporting teaching and learning processes.

**Electronic Book**
Electronic book or e-book is one that utilizes computer technology to deliver multimedia information in the dynamic and compact form. An e-book can be an integrated "impression" such as sound, graphics, images, animations, and movies so that the information presented is richer than conventional books into electronic form displayed by the computer. With this technology, hundreds of books can be stored in a single piece of solid disc/co of compact disk (capacity of about 700MB) or digital versatile. A description of the type of music, for example, can be accompanied by footage of the sound of music so that the user clearly understands what is meant by the reader.

**E-learning**
Various definitions are offered for the e-learning. Victoria L.T (2006), for example, states that e-learning includes learning at all levels, formal and in-formal, which use a computer network (internet and extranet), for the delivery of teaching materials interaction and facilitation. For most of the process of learning that takes place with the help of the internet is often referred to as online learning.

Although, variety of definitions basically agreed that e-learning is a learning by using electronic technology as a means of presenting and distributing information included in the definition the educational television and radio broadcasts as a means of learning, the radio and television education is a form of e-learning. It is generally agreed that e-learning reaches peak form after synergizing with internet technology. This facilitates learning in the absence of face to face between the parties involved.

**ICT**
ICT covers any product that will store data electronically in a digital form. For example, personal computers, digital television, email, robots, e.t.c. So ICT is concerned with the storage, retrieval, manipulation, transmission or receipt of digital data.

Information and communication technologies are the sum of technologies used for collection, storage, processing, transferring and dissemination of information. It is the marriage of computer with the traditional method of collection, storing, processing, analyzing and disseminating information. The "computer" changed the question completely.

**Information**
Information means the processed data in a meaningful and purposeful form according to shore in Hartoyo (2012). A combination of hardware, software, infrastructure e.t.c. are used to convey such a very meaningful message for the users to accomplish, adopt or use for their own use and usage.

**Communication**
According to Potts, communication is defined as a process by which we assign and convey meaning in an attempt to create shared understanding. Brown (2001) stated communication "as a transfer of information from one person to another, whether or not it elicits confidence. But the information transferred must be understandable to the receiver.

**Technology**
Technology derived from the word "Techno" which means technique, art or skill and "Lagos" which means science. therefore, technology can be defined as a scientific knowledge of art or skill. Based on the definitions of the three components, ICT as a whole can be described as the utility of technology to support the effort of conveying information and communication particularly in the area of education. The technique includes digital technologies mostly electronic information processing technologies, such as computers, internet, mobile phones, networks and broadband and so on.

**RESULTS AND FINDINGS**
The data collected were analysed to answer the research questions persisted for the study and the analysis are presented in five tables which analyzed the data presented in table 1 – 5 as stated below.
The response to the five research questions by the randomly sampled respondents reflected the following:
RQ 1. *What are the Impacts of ICT usage in English language teaching in Nigeria development?*
**Table 1: Frequency of Respondent to RQ 1.**

| S/No | Responses | Frequency | Degree |
|------|-----------|-----------|--------|
| RS1 | It improves the technology | 25 | $50^o$ |
| RS2 | It improves educational development | 20 | $40^o$ |
| RS3 | It eradicates illiteracy in the country | 15 | $30^o$ |
| RS4 | It boost the nation's economy | 35 | $70^o$ |
| RS5 | It reduces illiteracy, poverty, jobless etc. | 55 | $110^o$ |
| RS6 | It has little or no influence in the nation's economy. | 30 | $60^o$ |

From table 1 above it has shown that "RS5" that states that it reduces illiteracy, poverty, jobless and improves technology has the high frequency (55) and highest degree (110) while "RS3" has the lowest. This is shown in the following chart (i.e fig 1).
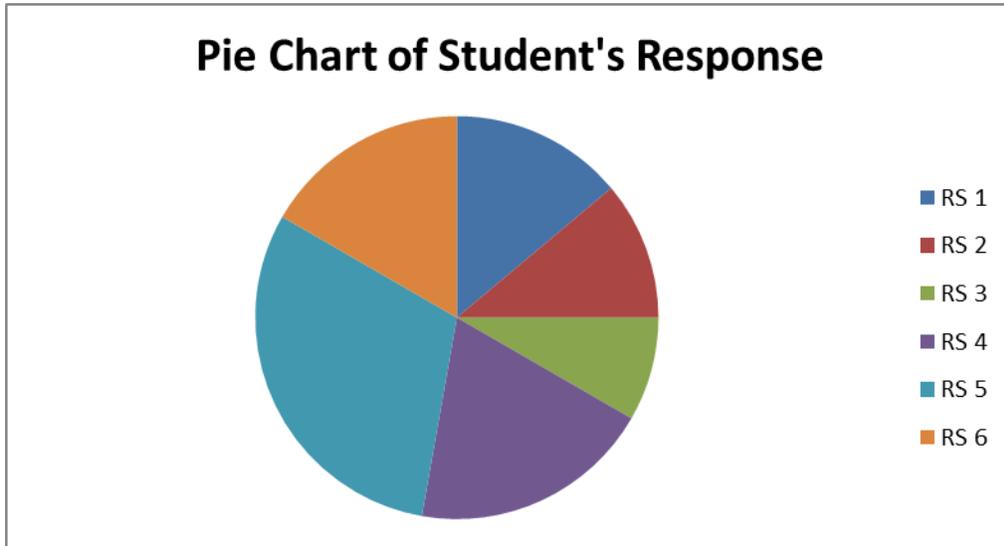


RS2: *What are the relations between the use of ICT in English Language and Nigeria's development?*

**Table 2: Frequencies of the response RS2**

| S/No | Responses | Frequency | Degree |
|------|-----------|-----------|--------|
| RS1 | No relation at all | 05 | 10$^o$ |
| RS2 | A lot of relation exist between them | 85 | 170$^o$ |
| RS3 | Not much relations | 25 | 50$^o$ |
| RS4 | At least some relations | 35 | 70$^o$ |
| RS5 | Much relations exist | 30 | 30$^o$ |
| RS6 | Undecided | 10 | 20$^o$ |

From Table 2 above, it has shown that "RS2" has the highest frequencies (i.e 85) and highest degree (170). This presupposes that many students in Nigeria believe that there is a great relation between employing ICT in English Language teaching/learning and Nigeria's national development "RS1" has the lowest frequencies (05) because few Nigerian doubt the relation.
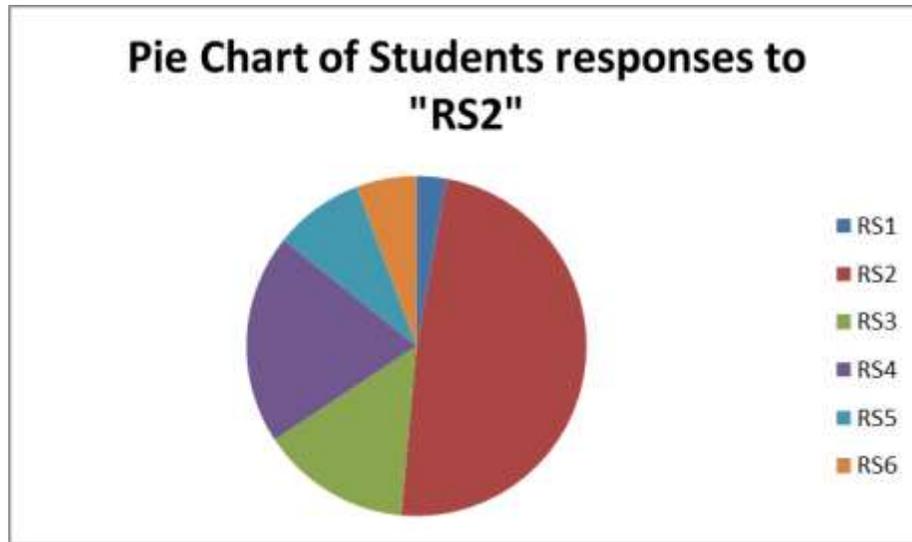
RS3: *What levels of advantage can computer mediated communication (CMC) in English Language teaching and learning brings in Nigeria?*

**Table 3: Frequencies of the response to RS 3**

| S/No | Responses | Frequency | Degree |
|------|-----------|-----------|--------|
| RS1 | No advantage | 05 | $10^o$ |
| RS2 | Few advantages | 15 | $30^o$ |
| RS3 | Very few advantages | 30 | $60^o$ |
| RS4 | Many advantages | 80 | $160^o$ |
| RS5 | Not many advantages | 40 | $80^o$ |
| RS6 | Undecided | 20 | $40^o$ |

From table 3 above it has shown that many (80) out of the respondents agreed that employing CMC gadgets in teaching English Language can bring many advantages in Nigeria. While my few (05) out of 180 respondents were of the opinion that using CMC in English Language will bring no advantages to Nigeria. On the other hand, twenty (20) respondents were undecided. This is represented in the following pie chart:
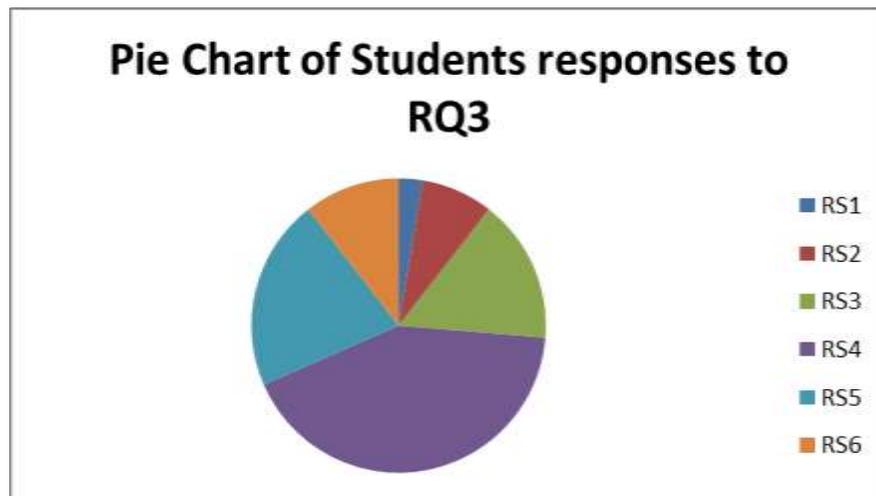
RQ4: **Can the use of ICT in Nigerian education improve the nation's development?**
Responses to the question are shown below:
**Table 4: Frequencies of responses to RS4**

| S/No | Responses | Frequency | Degree |
|------|-----------|-----------|--------|
| RS1 | It can improve technology | 30 | $60^o$ |
| RS2 | It can improve the economy | 11 | $22^o$ |
| RS3 | It has no effect at all | 15 | $30^o$ |
| RS4 | It can improve both the two sections | 90 | $180^o$ |
| RS5 | It has little effect on development | 35 | $70^o$ |
| RS6 | Undecided | 04 | $8^o$ |

From the above table, it was evaluated that many (90) out of 180 respondents believed that employing ICT in Nigeria's education can definitely improve the nation's technology and economy. While 15 out of 180 respondents viewed that it has no effects on the nation's development. However, the employing of ICT in Nigeria's technology and also bring a stable economy. This table is hereby represented in the following pie chart (Fig. 4)
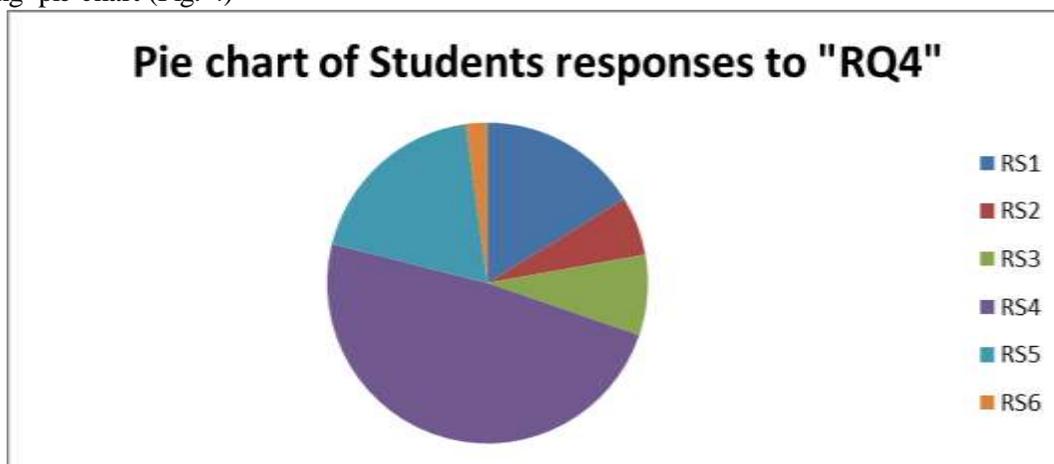


RQ5: *What are the negative effects of employing ICT in the English Language teaching on Nigeria?*
Table 5: Frequencies of responses to RQ5

| S/No | Responses | Frequency | Degree |
|------|-----------|-----------|--------|
| RS1 | It increases internet fraud | 85 | $170^o$ |
| RS2 | It encourages watching pornography | 25 | $50^o$ |
| RS3 | It encourages Laziness and theft | 16 | $32^o$ |
| RS4 | It increases gangsterism or yahoo boys | 15 | $30^o$ |
| RS5 | It reduces hardwork | 35 | $70^o$ |
| RS6 | Undecided | 04 | $8^o$ |

From Table 5 above, it has clearly shown that many respondents (85 out of 180) held the view that ICT has the negative effects of internet fraud, thereby increases poor reading attitude. The responses of the respondents on the negative effects of ICT are reflected in the following Pie Chart (i.e fig. 5)

Pie chart of students responses to "RQ5"
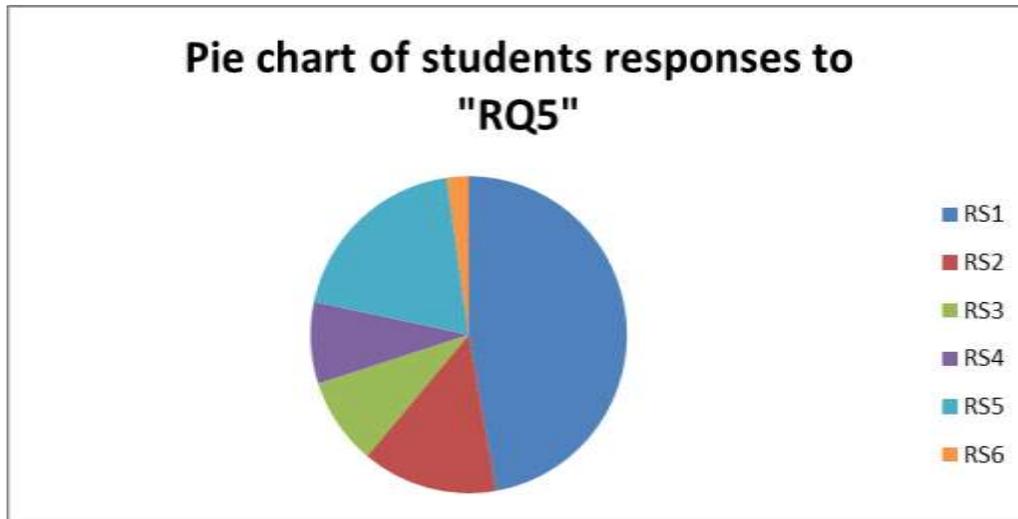
## DISCUSSION/CONCLUSION

It has to be noted that this study has been used to find out and show case how the employment of digital gadgets can develop a nation's technology and economy. The development of the science and technology of any nation can be used to facilitate the use of ICT and automated gadgets. If the English language pedagogy is facilitated through ICT, it will not only improve the communication and mutual understanding among people of diverse culture and ethno-linguistic, it will also develop the nation's technology. If the present Nigerian government can help develop the utilization of ICT in language teaching, Nigerian's technology and economy will be developed.

Gradually however, the teaching and learning of English through ICT can pave way for the learners, teachers/lecturers of the three tertiary institutions in Katsina State and the Nigeria as a whole to fill in the gap of globalization and be able to reduce examination malpractices among the highly native youths who want to pass the exams by hook or crook.

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