AVAILABILITY AND UTILIZATION OF ICT FACILITIES FOR ENGLISH LANGUAGE TEACHING AND LEARNING IN SENIOR SECONDARY SCHOOLS IN MAIDUGURI METROPOLIS

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Abstract
Language in general is an important tool that enhances human communication and interactions all over the world. It is an essential instrument in cultural transmission and preservation of a social group's philosophy and ideology. English is the native language of South-west London (wikipedia). It is undoubtedly the language that enjoys the greatest geographical rapid widespread and coverage in the whole world. Regarding Nigeria, English remains the undisputed language of school instruction, governance, administration, legislation, judiciary, international relations, unification of the country's numerous ethnic constituents, social prestige, and so on. (Olatunji, 2000). And teaching of English language has come to birth ever since the emergence of white people in the land. It has been considered the official language of communication in steering the affairs of government. Hence, its teaching became necessary. Additionally, materials used in imparting the English skills to the learners relatively became another major issue of concern. ICT utilization undoubtedly influences the effect teaching of all subjects in general and English in particular. However, the concern of this paper is to assess the availability and utilization of ICT on English language teaching-learning in senior secondary schools in Maiduguri metropolis. The Appropriate designs for this study are combination of survey and correlation research designs. Ten (10) schools were conveniently selected and 50 respondents were also chosen for this study using convenience sampling technique i.e 5 teachers from each school. The instruments used for data collection are checklist and questionnaires. The data collected from the respondents were analysed using SPSS. The finding reveals that ICT facilities are not adequately available and are not appropriately utilized. Finally, the researchers recommend that Government and private school proprietors should provide adequate ICT packages and teachers should be trained on how to utilize them properly.

Background to the study

Language is a creation which every human being is endowed or blessed with; a unique gift of language is used naturally as one tool of expression consisting of different sub skills (Abdullahi 2010) cited by Mohammed (2013) Saidu (2002) quoted by Mohammed (2013). The English language beings the national official language for the British colonies of which Nigeria is among makes it our second language. Hence, our respective mother tongue exists before colonization. This has necessitated the teaching and learning of the English language and its consequent interference in our mother tongue in various study points nationwide. It is therefore, glaring to state that, Nigeria is a linguistically complex society by the mere fact of the history of its creation. It is estimated that there are between 250 and 400 language spoken in Nigeria.

Omolewa (1975) states that "English language came into Nigeria before the advent of the missionaries in the country. The "Coastal English" spoken then according to him, was highly adulterated. It was a transactional and functional kind of English used by traders along the coast of Nigeria." The coming of the British and English speaking missionaries in large numbers to the Southern part of Nigeria as from 1842 brought up the question of a language to adopt for communication between the indigenous population and the guest. Omolewa lending credence to the fact quotes Rev. M. Suntar, an inspector of schools as saying that the missionaries felt that the language of the native was "neither very extensive nor of a high quality…… and only interesting to the comparative philologist and never likely to become of any practical use to civilization (1975).

Baldeh (1990) continues by saying that during this period, the implementation, acceptances and the role of English in the body politic of Nigeria started with it being adopted as the channel of instruction in 1882 and vehicle for the training of the badly needed man power to man the fledging government services both the colonial masters and their missionary counterparts realized that for effective administration and overall success, they could not do without the natives.

Consequently, the education ordinance and codes of 1882, 1896, 1918 and 1926 were enacted for the language to be used internally for these training. The English language then became the language of power and success. The ascending of the language and the status it bestowed on those that acquired it made the language a prestigious one for many Nigerians then. Another strong factor for the ascendancy of the English language was the attitude towards the native language (Baldeh 1990) Abdul Na Allah and Isa (nd) say: "*Teaching* and learning a foreign language like English mostly involves teaching and learning the major- language skills like speaking, writing, reading and listening" Teaching at School as well as Higher Education, mostly, concentrates on giving information.

With the present infrastructure, class size, availability of teachers, quality of teachers, training of teachers, etc., it is difficult to achieve all the objectives. Further, most of the teachers use Lecture Method which does not have potentiality of achieving majority of above mentioned objectives. The objectives are multi-dimensional in nature, so for their achievement multiple methods should be used in an integrated fashion. At present ICT may be of some use. It is a well known fact that not a single teacher is capable of giving up to date and complete information in his own subject. The ICT can fill this gap because it can provide access to different sources of information. It will provide correct information as comprehensive as possible in different formats with different examples. ICT provides online interaction facility. Students and teachers can exchange their ideas and views, and get clarification on any topic from different experts, practitioners, etc. It helps learners to broaden the information base. ICT provides variety in the presentation of content which helps learners in concentration, better understanding, and long retention of information which is not possible otherwise. The learners can get opportunity to work on any live project with learners and experts from other countries. The super highway and cyber space also help in qualitative improvement of Teaching Learning Process. ICT

provides flexibility to learners which are denied by the traditional process and method. Flexibility is a must for mastery learning and quality learning. Hence, this paper focuses on availability and utilization of ICT on English language teaching-learning in senior secondary schools in Maiduguri Metropolis.

Objectives of the Study
The objectives of the study are to determine:
i.   Availability of ICT facilities for English language teaching and learning in senior secondary schools in Maiduguri.
ii.   Utilization of ICT facilities for English language teaching and learning in senior secondary schools in Maiduguri.
iii.   Influence of ICT facilities on English language teaching and learning in senior secondary schools in Maiduguri.

Methodology
The appropriate designs for the study are survey and correlation research designs. The population for the study comprised the English language teachers at senior Secondary Schools. Ten schools were selected which constitute of five public schools and five private schools. Data were collected using check list and questionnaires and the information obtained from the respondents were analyzed using SPSS.

Literature Review
Information and communication technologies (ICT) are electronic technologies used for information storage and retrieval (Kpangban nd) ICT is a generic term referring to technologies which are being used for collecting, storing, editing and passing on information in various forms (SER, 1997). A personal computer is the best known example of the use of ICT in education, but the term multimedia is also frequently used. Multimedia can be interpreted as a combination of data carriers, for example video, CD-ROM, floppy disc and Internet and software in which the possibility for an interactive approach is offered (Smeets, 1996).

Generally, the following functions of the use of ICT in education are described in literature (SER, 1998, Moonen and Kommers, 1995, Pilot, 1998).
1.   ICT as object. It refers to learning about ICT. Mostly organised in a specific course. What is being learned depends on the type of education and the level of the students. Education prepares students for the use of ICT in education, future occupation and social life.
2.   ICT as an 'assisting tool'. ICT is used as a tool, for example while making assignments, collecting data and documentation, communicating and conducting research. Typically, ICT is used independently from the subject matter.
3.   ICT as a medium for teaching and learning. This refers tot ICT as a tool for teaching and learning itself, the medium through which teachers can teach and learners can learn. It appears in many different forms, such as drill and practice exercises, in simulations and educational networks.
4.   ICT as a tool for organisation and management in schools. The rapid rate at which ICTs have evolved since the mid 20th century, the convergence and pervasiveness of ICTs, give them a strong role in development and globalization (Nwagwu, 2006). ICTs have a significant impact on all areas of human activity (Brakel and Chisenga, 2003).

Yusuf (2005) opines that " The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning, and research" Kpangban (nd) quoted Davis and Tearle, 1999; Lemke, Coughlin, 1998 and Yusuf, 2005) that: "ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change" Aduwa-Ogiegbean and

Iyamu, 2005) cited by Kpangban (nd)

In a rapidly changing world, basic education is essential for an individual be able to access and apply information. Such ability must find include ICTs in the global village. The Economic Commission for Africa has indicated that the ability to access and use information is no longer a luxury, but a necessity for development. Unfortunately, many developing counties, especially in Africa, are still low in ICT application and use according to Adomi and Anie, 2006; Tyler, 1998) quoted by Kpangban (nd) the need for ICT in Nigerian secondary schools cannot be overemphasized. In this technology-driven age, everyone requires ICT competence to survive. Organizations are finding it very necessary to train and re-train their employees to establish or increase their knowledge of computers and other ICT facilities Kpangban quoted Okwudishu (2005) discovered that the unavailability of some ICT components in schools hampers teachers' use of ICTs. Lack of adequate search skills and of access points in the schools were reported as factors inhibiting the use of the Internet by secondary school teachers. Kpangban also quoted "The absence of ICT equipment in most Nigerian secondary schools leads students to resort to cybercafés for Internet access. Most cybercafé clients in Nigeria are students (Adomi, Okiy and Ruteyan, 2003)

Summary of the Results

Table: 1.1 Demographic Information of the Respondents

		age of the respondents	gender of the respondents	qualification of the respondents	type of the school (public/private)
N	Valid	50	50	50	50
	Missing	5	5	5	5
Mode		1.00	1.00	.00[a]	.00[a]
Std. Deviation		.60068	.49857	.63535	.50508
Variance		.361	.249	.404	.255
Minimum		.00	.00	.00	.00
Maximum		2.00	1.00	2.00	1.00
Percentiles	25	1.0000	.0000	.0000	.0000
	50	1.0000	1.0000	1.0000	.5000
	75	1.0000	1.0000	1.0000	1.0000

Table: 1.2 Availability of ICT Facilities for Teaching English

	Does your school have language laboratory	Where the computers in your school?	Do you have computer science laboratory?	Do you have smart board in your school	Does your school have overhead projector?	Does your school have website or block?
N	50	41	50	50	46	50
Missing	5	14	5	5	9	5
Mode	4.00	5.00	.00	.00	.00	.00
Std. Deviation	.81215	1.79430	.30305	.27405	.20618	2.99660
Variance	.660	3.220	.092	.075	.043	8.980
Minimum	2.00	1.00	.00	.00	.00	-9.00
Maximu	4.00	5.00	1.00	1.00	1.00	1.00
Percent	3.7500	1.0000	.0000	.0000	.0000	.0000
	4.0000	5.0000	.0000	.0000	.0000	.0000
	4.0000	5.0000	.0000	.0000	.0000	.0000

1.3 Utilization of ICT Facilities in Teaching English Language

		do you use microsoft word in teaching or creating teaching aids?	do you use packages for teaching English language?	do you employ computer assisted language teaching in your teachings?	do you use social or mobile media in your teachings?	Do you use video recorder in your teachings?
N	Valid	50	50	50	50	50
	Missing	5	5	5	5	5
Mean		.28	.32	.08	.42	.44
Mode		0	0	0	0	0
Std. Deviation		.454	.741	.444	.883	.929
Variance		.206	.549	.198	.779	.864
Minimum		0	0	0	0	0
Maximum		1	3	3	3	3
Percentiles	25	.00	.00	.00	.00	.00
	50	.00	.00	.00	.00	.00
	75	1.00	.00	.00	.25	.25

Table 1.4: Correlations

Control Variables			gender of the respondents	qualification of the respondents	type of the school (public/private)
do you use microsoft word in teaching or creating teaching aids? & do you use packages for teaching English language? & do you employ computer assisted language teaching in your teachings? & do you use social or mobile media in your teachings? & Do you use video recorder in your teachings?	gender of the respondents	Correlation	1.000	.020	-.089
		Significance (2-tailed)	.	.895	.560
		Df	0	43	43
	qualification of the respondents	Correlation	.020	1.000	-.039
		Significance (2-tailed)	.895	.	.797
		Df	43	0	43
	type of the school (public/private)	Correlation	-.089	-.039	1.000
		Significance (2-tailed)	.560	.797	.
		Df	43	43	0

Conclusion

Information and communication technologies (ICT) are necessary tools in education today; the proper utilization of ICT will enhance the effective teaching and learning of all subjects in general. English language in particular benefits immensely from the modern technological facilities. As the above results indicate the ICT facilities for teaching and learning are not adequately available and their utilization is below average.

Recommendation

The researchers recommend the following:
1. Government should provide adequate ICT facilities and enforce its utilization in teaching and learning.
2. Government should emphasize on policy implementation and ICT unit should be created at ministries of education so as to oversee the ICT related affairs in our schools and find solutions for challenges encountered in the schools.
3. Teachers and tutors should be trained on how to utilize appropriate ICT facility in teaching his/her given subject.
4. Private organization should motivate schools by organizing ICT related symposia on how to utilize ICT in classroom.

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