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Electronic Instructional Aids: Effects on the English Language Learners of Selected Secondary Schools in Oshogbo, Osun State, Nigeria

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Abstract

Given its many uses, preference over other languages around the world, and status as the second language that is most frequently studied worldwide, the English language is widely regarded as a global language. Electronic educational tools (devices) are used to monitor students' information assimilation, enhance their knowledge, abilities, and skills, and help them develop overall.

This paper examines the effect of electronic instructional aids in selected secondary schools in Osogbo Local Government Area of Osun State. Twenty-five (25) students were randomly selected from each of the ten (10) schools selected. Questionnaire containing (8) eight questions was administered; data collected were analyzed by finding the percentage of the responses from the respondents. The findings show that the use of electronic instructional aids has positive impact on the learning of English Language. The findings show further that 70% of teachers of English in Osun State do not teach English Language with the aid of electronic Instructional material. This is due to teachers' inability to use electronic instructional aids. The paper concludes that the use of electronics instructional aids in the learning of English Language is never a curse but rather a blessing. It therefore recommends that electronic instructional materials should be made available for every student and teacher in the secondary schools and both the teachers and the students should be motivated to make use of them. Government should also ensure adequate power supply to the schools in order to make the use of these instructional aids possible.

Keywords: Electronic, instructional aids, learners, global language, information assimilation, power supply

Introduction

It is important to state that the Angles, Saxons, and Jutes, three Germanic tribes, came to Britain in the fifth century AD by crossing the North Sea from what is now modern-day Denmark and northern Germany, according to the history of the English language. Prior to the invasion of Britain by the three Germanic tribes, the native inhabitants of the land spoke a Celtic language. The language, which had only ever been in Britain until the fifth century, spread outside of Britain immediately after the invasion, and it is now spreading like wildfire. In addition to many other countries, like Canada, the United States of America, and New Zealand to name a few, English is spoken as a first language.

English is recognised as a true instrument for study, business, and interpersonal reasons in addition to being a language of global unification. It is also spoken as a second language in many countries, including Ghana, Nigeria, India, and many other developing countries. It is important for English language learners to comprehend the fundamental role of information and communication technology as a catalyst in the advancement of the knowledge frontiers in English language acquisition, which is necessary for the viability of the global economic development (Olumuyiwa and Elusakin, 2013; Chris, 2013).

The term "instructional material" refers to information that imparts to students through one or more media. The phrase refers to books, book combinations, workbooks, supplemental materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, online services, or any other electronic medium used to disseminate information to students or otherwise support the learning process, including open-source educational content.

We can infer from the foregoing that instructional resources are those that the instructor uses to facilitate effective and fruitful teaching and learning. The selection of instructional content must be based on the learning objectives. Instructional material can also be thought of as a method of instruction. Above all, the utilisation of teaching resources lessens the issue of interference and translation in English language learning.

It has been noted that English language learners, particularly secondary school students, frequently receive failing grades in the subject on their final examination. While many factors, including lack of qualified teachers and insufficient government funding, have been identified as factors contributing to students' widespread failure in the English language, no study to date has examined the impact of electronic instructional aids on students. This research tries to close the gap.

The purpose of this study is to determine how electronic instructional aids affect English language education in a subset of secondary schools in Osogbo Local Government area of Osun state, Nigeria. This study's primary goal is to gather data on how electronic instructional aids affect English language education in the selected schools. Specifically, this study is designed to;

i. Learn about the value of electronic instructional aids in the English language classroom.
ii. Learn about the benefits of using electronic instructional materials in the English language classroom at a few Osogbo Local Government secondary schools. Osun state, Nigeria:
iii. To find out the advantages of electronic instructional aids in the teaching of English language in selected secondary schools in Osogbo Local Government. Osun State, Nigeria.
iv. To find out the disadvantages of electronic instructional aids in the teaching of English language in selected secondary schools in Osogbo Local Government. Osun State, Nigeria.

The following are the research questions on the effects of electronic aids in the teaching of English language in selected secondary schools in Osogbo Local Government, area of Osun State, Nigeria.

i. Do they enhance the study of English language in secondary schools in Osogbo Local Government Osun State, Nigeria?
ii. Is the use of electronic instructional aids in the teaching of English language in secondary schools in Osogbo Local Government, Osun State Nigeria important?
iii. What are the benefits of using electronic teaching aids in secondary English language instruction in Osogbo Local Government schools? Osun state Nigeria?
iv. What are the shortcomings of using electronic teaching aids in secondary English language instruction in Osogbo Local Government schools? Osun State Nigeria?

Literature Review

Steven Krashen is a theorist whose work has had a substantial influence on practice in the United States since 1970s. His theories on second language acquisition offer one set of answers. His thoughts provide a helpful starting point for a conversation on theories and issues surrounding the learning of second languages. According to Krashen, there are two different ways to learn a language: (i) through exposure and unconscious acquisition, and (ii) through deliberate study and application of grammatical principles. According to Krashen, language acquisition occurs when a person is exposed to a language in a meaningful way rather than when they study grammatical rules and patterns. Krashen goes on to say that learning a language involves exposure to meaningful, entertaining, and somewhat understandable language. Language like this is described as "meaningful, comprehensible input." Rod Ellis and Jane Yedlin argue that learners benefit best from linguistic input that is customised to their interests, background knowledge, and degree of skill. Krashen, on the other hand, does not focus much on identifying the optimal comprehensibility levels. (Krashen, 1982).

Ellis does not recommend a steady diet of grammar lessons and rules, but he discovered that language acquisition and retention are enhanced when students are asked to concentrate on linguistic details of a message (e.g., the fact that adjectives come before nouns in phrases like "red house," "old man," and "important chapter," for example). While Krashen focuses on the role of language intake, other scholars also highlight the importance of language output as learners move from listening and reading to speaking and writing. Although linguistic analysis is not necessary for understanding messages, learners must nevertheless be aware of language structure. Additionally, proponents of social constructivism stress the value of social interaction in learning a second language. Interacting with native speakers is essential for language learners. Fluent conversational exchanges have a number

of advantages. In person interactions, conversation offers possibilities for input and output that improve language comprehension.

Regular conversation practise aids in the development of fluent speaking free from frequent pauses. Finally, during conversations, language learners receive immediate feedback on their communication effectiveness and whether they need to rephrase their messages (Krashen, 2004). Fluent speakers can assist language learners in conversations by tailoring their speech to the learner's comprehension level and by posing queries, offering clarification, and paraphrasing. These interactions improve and broaden the learner's ability to communicate in the second language. While knowing grammar rules and grammatical structure charts helps language learners assess the correctness of their writing and speech, Krashen contends that they do not improve fluency. According to Krashen, learning norms without acquisition opportunities result in overly supervised halting speech.

The last part of Krashen's paradigm is the Affective Filter hypothesis, which postulates that emotional states like anxiety, boredom, or disinterest limit linguistic input to the brain. Although language learners and educators cannot agree on the precise process, it is generally agreed that good emotional states and positive relationships enhance language acquisition and language production or output. Research on second language teaching and learning has been undertaken by Susana Dutro and Carol Moran, who have also examined several theories of second language acquisition. These encounters have influenced the idea that language instruction and practise should take place in a classroom setting. In a welcoming classroom setting where both their native tongue and background knowledge are acknowledged and used, the instructor should provide students the chance to listen, interact,

and talk. Dutro and Moran proposed six pedagogical tenets for raising language proficiency to a high degree teacher which are:

i. Enhancing the students' preexisting language and material knowledge
ii. Make relevant contexts for language use in functional circumstances.
iii. Deliver understandable input and demonstrate (daily applicable) language forms in a number of meaning-related ways
iv. To increase fluency, offer a variety of opportunities for practise and application.
v. Create a welcoming and encouraging practise environment with specific goals and prompt feedback for improvement.
vi. Consider linguistic forms and the teaching and learning process.

It has been discovered that linguistic competence is somewhat transportable between languages. Put another way, mastering one language improves and strengthens the other. Lynne Diaz-Rico and Kathryn Weed have examined the literacy abilities that translate from Language 1 to Language 2. The framework includes two communication continuums: one shows the amount of cognitive demand (from not very demanding to highly demanding) placed on the learner in the scenario, and the other shows the extent of contextual support (from embedded to reduced) given to the learner. When a learner receives comprehension aids like routines, actions, gestures, pictures, videos, objects, or even intonations, communication is said to be "context-embedded". Less context-rich communication provides fewer cues to improve understanding. Students typically engage in cognitively demanding classroom communication when asked to assess or evaluate information. They are most likely in less mentally demanding situations whether they are playing on the playground or interacting socially with other students. Krashen (2004) claims that the concept has important implications for teaching English

language learners. If these kids are to acquire challenging academic subjects, they must be given the appropriate linguistic and contextual assistance.

Teaching and Learning of English Language in the Traditional Classroom Setting

Long gone are the days when students were only allowed to participate passively in the teaching-learning process and had limited access to English instruction beyond what the teacher could say. But now is the moment for English language instructors and learners to comprehend the basic role that information and communication technology plays in language instruction and acquisition as well as in the outside world, where fluency in the language is rapidly emerging as a critical growth and development driver. It is now vital to acknowledge that effective English teaching and learning have advanced beyond the stereotyped to the tradition of simple classroom education due to the emergence of multiple gadgets in information and communication technology (Olumuyiwa and Elusakin, 2013).

Teaching second languages has changed significantly, according to Brown (1980). He highlights the importance of taking a "electric enlightened approach" to building theories, but cautions that for theory building to have practical validity for second language learners, classroom engagement is still essential. Brown's theoretical observations on the classroom vignettes aid in achieving this goal, as major methodological approaches and contemporary issues in language education are illustrated in these vignettes, beginning with the direct method, grammar translation, and the audio-lingual technique. In a similar vein, Randall (2006) acknowledged that technology has increasingly become a necessary item in many families all over the world, having a consequent impact on all parts of human life, including education. Many people appreciate this development because it demonstrates

the direction that new technological improvements will take language training (Olumuyiwa and Elusakin, 2013).

Types of Electronic Instructional Aids in the Teaching of English Language

These include media resources from the "communication revolution" that can be utilised to support English language instruction. Electronic instructional tools for teaching the English language, according to Agu Okogbuo (2000), can be divided into:

i. Visual aids include images, diagrams, structures, projectors, teachers themselves, charts of actual objects, books, newspapers, journals, magazines, brochures, etc.
ii. Audio resources, including language laboratories, radios, dice, teleture, teleconferencing, cassettes, and tape-recording cartridges. They appease the auditory sense.
iii. Audio-visual materials, such as movies, multimedia, slide and film projection with sound cassettes, video recording motion pictures, computers with sound tracks, and slides. They function as a visual and auditory catalyst.
iv. Graphic materials, printed materials, slides, filmstrips, overhead transparency, tapes, cassettes, and motion pictures are examples of materials and software.
v. Hardware and equipment: projectors, video recorders, tape recorders, and black boards are a few examples. Chalkboards, flannel graphs, flip charts, and magnetic boards are examples of static or display materials that are used in lectures and material presentations.
vi. Electronics: this comprises of radio, computer, e-mail, and multimedia. This instructional aid makes teaching and learning process more easier and concrete.
vii. Non-projected media include books and other printed materials, objects, specimens. Models, mock-up graphic materials, bulletin boards that exhibit black boards, buildings, field trips, simulation and games.

viii. Two-dimensional instructional t in teaching include flat pictures, graphs, chat, diagrams posters, conics, cartoons, slides, films, trips and films. They are also non-projected materials with characteristics of being flat and light and may be either in opaque or transparent form. They have length but no height; hence they are 2 dimensional aids.

ix. Three-dimensional institutional materials include: models, mock up objects, specimens, laboratories, simulation and games. They are non-projected materials. Characteristically, they have length, breath, height, hence they are called 3 dimensional.

Digital Devices in Classroom

According to Weaver and Nilson (2005), portable digital gadgets like laptops, tablets, and smart phones have practically become required learning tools in higher education. Additionally, these gadgets have easy access to the Internet. For instance, 14.58 million people in Hong Kong subscribed to mobile cellular services in 2011. The ratio was nearly one to two when you consider that Hong Kong only had a population of 7 million or so. According to Paul and Alden (2012), 5.1 of the 14.68 million subscriptions were for broadband services.

On the other hand, there are few restrictions on using mobile devices in the classroom. Students use the technology in the classroom for their own needs. Students frequently bring their own digital devices to class and use them for a range of activities, according to Salter (2010). There has been considerable discussion over the advantages and disadvantages of employing digital tools in the classroom. On the bright side, numerous studies have shown that allowing digital devices in the classroom is beneficial. For instance, research shown that using digital devices in an environment with ubiquitous computing might encourage in-class participation and faculty-student interactions, which in turn

enhanced engagement and active learning (Stephens, 2005). Web-based tasks also increased overall class satisfaction.

Demb et al. (2004) found that students believed that digital devices increased engagement and enjoyment while also having positive effects on their habits and academic progress. It was also evident that using digital tools in the classroom increased student engagement, application of the information, and general academic success (Mackinnon and Vibert, 2002). Additionally, Barak et al. (2006) found that the use of computers and Wi-Fi access in large classes had a positive impact on student-teacher interactions and had improved active exploratory learning. Some of these claims were supported by data. In a comparison study between classrooms with and without the use of computers, students from the classrooms with computers reported being more engaged, interested in learning, and motivated to perform well (Trimmel and Backmann, 2004).

On the downside, though, there have been concerns that students' usage of digital gadgets in class distracted them from their in-class study. In the circumstance of free use, the issue appears to be more obvious. Tesch, Coelho, and Drjzdenko (2011) conducted a study to find out what students thought about whether using computers unsupervised by teachers would cause significant distraction. Students identified 57 general possible distractions, including conversations between neighbours and latecomers to lectures. The use of digital devices was assessed as a moderately distracting aspect by the students. An experiment was developed by Hembrooke and Gay in 2003 to examine the effects of students' use of digital gadgets on their ability to study. In the experiment, two groups of students attended the same lecture, with the exception that one group was permitted to use computers while the other group was not permitted to use any electronic devices. According to the results, pupils who were given access to computers showed declines on the memory test that the other

group took. Similar to this, Fried (2008) published a survey study in which it was found that students who spent a lot of time multitasking with their notebooks had lower self-reported course material understanding and overall course performance. Such findings were in line with those of Grace-Martin and Gay (2001), who found that using digital devices in the classroom encouraged non-learning behaviour and, as a result, limited or even reserved gains in terms of academic achievement. Additionally, a number of other researches have also noted that pupils had trouble paying attention in class (Paul and Aiden 2012).

In fact, using technology inappropriately in class had an impact on those surrounding the user as well as the user themselves (Mueller, 2009). In addition, Olson (2002) found that few professors fully integrate electronic notebooks into their classes. Other studies have also noted the existence of specific types of teacher frustration (Young, 2006).

Impact of Information Communication Technology on Language Teaching and Learning

There have been many disagreements over how information and communication technology (ICT) affects language teaching and learning. Others claim that its potential is uncertain because many instructors are still unsure about how to use the technology and how to apply it in the process, contrary to those who think it will enhance language teaching and learning and make pupils smarter (Morse, 1972). For instance, the value of computers in the classroom for pedagogy has been the subject of countless discussions over the past few decades. Computer use is merely a medium through or by which numerous strategies, tactics, and instructional philosophies are copied. While some researchers claim that technology in schools is frequently outdated, limited to simple writing assignments and internet browsing (Cuban, 2001), others claim that this is partly due to teachers' ignorance of the role that communication technology plays in language learning. This

shows that information and communication technology (ICT) use in language training has both advantages and disadvantages, according to Olumuyiwa and Elusakin (2013).

Advantages of Electronic Instructional Aids in the Teaching of English Language

Azikiwe (1998) outlines some of the advantages as follows:

i. In contrast to others who might only reach a small group of students at once, they reach a much larger audience.
ii. They have numerous other skilled aides, but none of them possess the same calibre, regency, or capacity for vivid presentation of what is occurring.
iii. Because the teacher has more time for individualised education, they enhance and augment his or her job.
iv. They are easily accessible from the school, the teacher, or the students.
v. Since they don't require electrical projectors, screens, or a darkened environment, they are simple to use. They are transportable and reasonably lightweight.
vi. They encourage both the teacher and the pupils to grow as individuals.
vii. Because the playing of the audio aids can be halted as the need for explanation and clarification of the message to the class arises, the student has control over them.

Disadvantages of Electronic Instructional Aids in the Teaching of English Language

Visual aids are categorised by Aguokogbuo (2000) as images, projectors, electronic media, overhead projectors, slide/film strip projection, instructional television (TV), etc.

He outlined some of their disadvantages as follows:

i. They are pricey.
ii. They require electricity to function.
iii. On a screen, they project any opaque materials.

iv. Some teachers find it inconvenient to have illustrations or seven drawings on the blackboard when using an opaque projector.
v. Since they need strong light from the materials, prolonged use may cause damage.
vi. They also provided the teacher with essential resources, serving as a stand-in for the regular voice in the established teaching-learning model.

Methodology

For the purpose of this research, a descriptive survey research design namely questionnaire and interview, was used to collect information. The population of this study includes males and females in senior secondary schools in Osogbo Local Government Area. A random sampling was used and twenty-five (25) students were from each of the ten (10) schools making the total number of 250 (two hundred and fifty) students. The instrument used for collection of data includes questionnaire which contains 8 questions. The questionnaire was scrutinized properly before it was administered on the respondents. The questions intended to find out the following facts about the effects of electronic instructional aids in the teaching of English Language in selected secondary schools in Osogbo Local Government Area, Osun State, Nigeria:

i. If they have heard of electronic instructional aids before now?
ii. If English teachers in Osogbo Local Government Area teaches with the aid of electronic instructional materials?
iii. If they understand language better with the use of electronic instructional aids and the level/rate of their understanding?
iv. If they encourage the use of electronic instructional aids in the teaching of English language?

The questionnaire was personally administered by the researcher in all the secondary schools after permission had been taken from the principal and teachers in each school. The question on the

questionnaire was explained to the students before it was filled by them. After that the was collected by the researcher. A total number of 250 copies of the questionnaires were administered and were returned in full. Data collected from this questionnaire administered to the students were analyzed by finding the percentage of the response to the questionnaire.

Results and Discussion

Table 1 shows the total number of questionnaire and names of the selected schools where it was administered. This was followed by respondents' response rate to each of the fifteen (15) questions.

Table 1: Distribution and Return of Questionnaire

S/N	Name of School	No And	No Ret	M	F	Total
1	Salvation Army Middle School, Osogbo	25	25	15	10	25
2	Osogbo High School Osogbo	25	25	20	5	25
3	Christ Africa Middle School, Osogbo	25	25	13	12	25
4	Christ Apostle Church Middle School, Osogbo	25	25	15	10	25
5	Anglican High School, Osogbo	25	25	17	8	25
6	Asarudeen Middle School, Osogbo	25	25	18	17	25
7	St. Charles High School, Osogbo	25	25	15	10	25
8	Laro Middle School, Osogbo	25	25	13	12	25
9	Oroki Middle School, Osogbo	25	25	-	25	25
10	Baptist High School, Osogbo	25	25	25	-	25

Question One

Have you heard of electronic instructional aids before now?

Response	No of students	Percentage
Yes	157	62.8%
No	93	37.2%
Total	250	100%

This shows the response to question one and the percentage of the data collected. 157 students out of 250 sampled have a preformed idea of electronic instructional aids which amounts to 62.8% of the population of secondary school students.

Question Two

Does your English teacher teach with the aid electronic instructional materials?

Response	No of students	Percentage
Yes	75	30%
No	175	70%
Total	250	100%

This shows the response to question 2 and the percentage of the data collected. 175 students out of 250 students sampled believed that their English teacher does not teach them English language with any electronic instructional aids i.e. 70% of the English Language teachers do not use electronic aids.

Question Three

Do you understand English language better with the use of electronic instructional aids and what is your level of understanding?

Response	No of students	Percentage
Yes	75	100%
No	0	0
Total	75	100%

This shows the response to question 3 and the percentage of the data collected. 75 students that were taught English Language with

the aid of electronic instructional materials in question two above had 100% level of understanding i.e. they understood English Language better when electronic instructional materials were used.

Question Four

Do you encourage the use of electronic instructional aids in the teaching of English Language?

Response	No of students	Percentage
Yes	206	82.4%
No	44	17.6%
Total	250	100%

The table above shows that 82.4% of the respondents encourage the use of electronic instructional aids in the teaching of English Language.

Question Five

Do you have a mobile phone?

Response	No of students	Percentage
Yes	175	70%
No	75	30%
Total	250	100%

This shows the response to question 5 and percentage of the data collected.

Question Six

Do you have a computer (Laptop)?

Response	No of students	Percentage
Yes	157	62.8%
No	93	37.2%
Total	250	100%

157 students out of the 250 sampled have computer (Laptop).

Question seven

Do you know what electronic instructional aids are?

Response	No of students	Percentage
Yes	185	80%
No	65	20%
Total	250	100%

185 students out of 250 sampled know what electronic instructional aids are?

Question Eight

Do you know how to use electronic instructional aids?

Response	No of students	Percentage
Yes	165	60%
No	75	40%
Total	250	100%

The table above shows that 60% of the respondents know how to use electronic instructional aids.

Discussion

It was observed that from Table 1, 62.8% out of 250 students in the selected secondary schools in Osogbo Local Government area have a preformed knowledge of electronic instructional aids, which could be traced to the donations of computer sets by the state Government to secondary school students of the state leading to the massive improvement in the educational sector in Osun State. From Table 2, the results obtained show that 70% of English teachers in Osogbo Local Government do not teach English Language with the aid of electronic instructional materials, which is as a result of teachers not being trained on how to use electronic instructional aids. From Table 3, it was observed that 100% of students that were taught English language with electronic instructional aids understood better than the students that were taught without the use of electronic instructional aids, which agrees with the work of Krashen. (2004), Jaakkola and Nurmi, (2004) Mayer. (2003). This simply means that the use of electronic instructional aids has positive effects on the teaching of English

language. From Table 4, the results obtained further prove that the use of electronic instructional aids in the teaching of English language should be encouraged owing to the positive influence in the teaching and learning of English language.

Summary

This research is geared towards finding the effects of electronic instructional aids in the teaching of English language in selected secondary schools in Osogbo Local Government. Osun State, Nigeria. The research involved both males and females in selected middle and high schools in Osogbo local Government. A random sampling method was used and twenty-five (25) students were taken from each of the ten (10) – schools making the total number of 250 (two hundred and fifty) respondents.

Questionnaire was the instrument used for the collection of data containing 15 questions: The questionnaire was scrutinised properly before it was administered on the respondents (students). The questions intended to find out the facts about the effects of electronic instructional aids in the teaching of English language in selected secondary schools in Osogbo Local Government, Osun state, Nigeria. Data collected from the questionnaire administered to the students were analysed by finding the percentage of the response to the questions.

Conclusion

This research work showed that the use of electronic instructional aids in the teaching of language in selected secondary schools in Osogbo Local Government Area of Osun State Nigeria, has positive effects. Students understand better when electronic instructional aids are used. The inference drawn from the results of Table 4.2 which shows that 70% of the teachers in Osogbo Local Government area of Osun State do not teach English Language with the aid of electronic means. As its stands today, ICT is an integral part of the growth of the society and the growth in

education can only be felt if the use of electronic devices for teaching are encouraged, which Table 4.3 has proven. The results from table 4.3, where 100%f level of understanding was observed from 75 students who were taught English language with the aid of electronic instructional aids.

Evidence from this research work finally proves that the use of electronic instructional materials/aids in the teaching of English language should be encouraged as it has a positive impact on the students and also in education in general.

Recommendations

i. The use of instructional aids in the teaching of English language should be encouraged.
ii. Parents should provide and encourage their children in the use of electronic devices.
iii. Children and students should be encouraged and trained in the use of information communication technology (ICT), as their exposure will help them when any electronic aids is used in the teaching of English language.
iv. The establishment of ICT (Information Communication Technology) centers in the state should be encouraged.
v. Government should encourage the training of English language teachers in the use of electronic instructional materials for teaching.
vi. Government should provide schools with electronic instructional aids to ease the workload of English teachers and also to improve the teaching of English language in the state.
vii. Students should be exposed to more electronic instructional aids.
viii. More research work should be encouraged in this area of study.
ix. Government should assist researchers by providing funding and necessary research aids to encourage more research work on this study.

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