

THE APPLICATION OF INFORMATION AND TECHNOLOGY TOOLS TO ENHANCE THE TEACHING AND LEARNING LANGUAGES IN NIGERIA

By

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Abstract

Information communication technology is used in this study to draw the attention of the language education teachers the need for this new method in our teaching and learning of languages in our schools. The paper discussed the evolution of the changes that involve the teachers in language education to adopt. As the new knowledge merges, the old gives way. The information communication technology as used in this paper is a set of diverse technological tools and resources used to transmit, store, create and exchange information. It is also necessary in a unified communication and integration in the telecommunication. As an integral part of teaching and learning. The paper emphasized the need for digitally trained ICT language teachers that can lead the learners to high order reasoning and thinking. It was also reported in the paper the transformation of our educational system and especially the language education as a result of the acceptance of ICT. There is therefore need to incorporate ICT in our educational curriculum. The paper also requested the education managers, the supervisors and others connected to the administration of education to support teachers on their training in ICT programme. References were made on the genesis of the information, communication and technology.

Introduction

The theories of evolution, adaptation, changes in our habitat entails mutation and other types of adaptation in our nature as man continued struggling to survive as a living being. This is also true of human activities. When there is a change in our environment, there will be a need for modification to be able to adapt to the changed environment. There is a new change or an introduction of new techniques in the education, the new modalities should be applied to meet with the new techniques (that has evolved).

The international change in education that include the teaching and learning of a new programme, including course taught in our indigenous and second language has to be part of our curriculum in education, in this case language education. This new scenario in our education, have tools and methodology for handling them. Eze, (2018) said that as the new knowledge emerges, the old ones give way for the new ones, in pursuit of knowledge there is the need for dynamism in the implication. There have been changes in the creation of awareness in the globe through historic period to industrial revolution, then to science and technology, today we have information Communication Technology (ICT). This is a diverse sets of technological tools and resources needed to transmit, store, create or exchange information. In extensional term, it involves a unified communication and the integration of telecommunication (telephones and wireless signals) as well as computers, software, storage and audiovisual which enable the process of storage, transmission, understanding and

manipulation of information. The tools are the set of latest developed technologies that allow more and efficient communication which have modified the way of accessory of knowledge and in turn improve human relation.

Language education and ICT

In teaching and learning in language education, diverse set of ICT tools are used to communicate, create, disseminate, store and manipulate information between the teachers and the learners. It is also in content that information communication technology (ICT) has also become an integral part to the teaching and learning in language classroom (teaching and learning). The interaction through such approaches as replacing chalkboards with the interactive digital white board, using students own smart phones or other devices for teaching and learning or classroom demonstration and interaction between the teachers and the learners. Flipped classroom models are also necessary in this case where students can watch their lectures at home on computers or even on their smart phones. It is also necessary for the proper and correct use of classroom time table for more interactive exercise.

With teachers that are digitally literate and trained in the use of ICT, this approach in language education can lead to higher order reasoning and thinking, and the development of the appropriate skill needed in the present time. Another point is that the use of well trained ICT compliance teacher in the language classrooms is that it provides the learners with creative and individualized option and equip the learners with the ability to express themselves in the understanding of the subject matter before them. At this time, the teachers and the learners are set and fully prepared to deal with the ongoing technological changes in our society which direct and dictate our teaching experiences. We have not forgotten the roles played by the digitally literate people during the covid-19 pandemic. It will be remembered that the online learning has been available for more than a century through printed manuals, at that time, it was regarded as distant learning in Nigeria for example, we had London General Certificate in Education (GCE). Subsequently, at the beginning of 20th century, radio, audio and video tape emerged. At the beginning of the 21st century, the online educational modalities spread with the advent of the www (world wide web). The coming of covid-19 pandemic which resulted in the closure of schools at all levels in virtually all the countries of the world gave a catalytic effect on the changes in educational process worldwide. This is because, it caused an abrupt shift from face to face classroom interaction to online classes. Nigeria a developing country embraced this educational transformation without enough time to plan and prepare for the take off of the new learning processes .

The need for digital learning

Information communication and other aspect of digital culture have positively changed the way people live, play, work and learn. It is also imperative in the construction, distribution of the knowledge items and power around the world. A digitally sound person is always needed anywhere in the globe. Even if you look at the political gladiators today in Nigeria for the 2023 General Election, they will show you correctly the importance of ICT compliance and digital awareness of the candidate in the context. Furthermore, any graduate of whatever field who is not familiar with digital culture is increasingly at disadvantage in the national and global economy. A digital trained language teacher is always ahead of others. The skill of searching for, discerning and producing information as well as critical use of new media for full participation in all aspect of human endeavour has become an important consideration for curriculum framework in language education.

UNESCO (2022) reported that in many countries, digital literacy is being built through the incorporation of Information Communication Technology in school curriculum. The minimum recommendation for a common educational application of ICT include: one laptop

per child. It is recommended that the laptop must be the less expensive one, this is designed for use in the school. The laptop according to Critine et al, (2020) should have features like low power consumption, low cost operating system and special reprogramming and mesh network system. This is ideal but providing one laptop each for all the children in the school can be too costly for the developing countries. It is not easy for Nigeria leaders to think in line with the recommendation, for now it is far from their thinking.

Language teachers need for ICT

The language teachers need specific professional development opportunities in their assignments to use ICT for informative teaching and learning assessment, individualized instruction, assessment of online resources and fostering students interaction and collaboration. Eze (2021) said that ICT should positively impact language teacher general attitude towards the use of ICT in the classroom teaching and in language laboratory and their general teaching and learning outcome. It is also important for the language teachers to avail themselves of the training workshops as provided as it will equip them with specific guidance on the effective use of ICT in the proper demonstration of their teaching and learning of their course or disciplined areas. The language teachers that are not drilled well on digital literacy tend to use ICT as skilled based application, limiting the students academic thinking.

To support teachers in their attempt to be ICT compliance and develop their children on the use of ICT for their career prospect, Jonathan and Tara (2021) said that it is also important for education managers, supervisors, teacher educators and all the decision makers in education to have their own share of training in digital learning and ICT.

In language education, ICT cannot be under estimated in the teaching and learning process. This is because, in Ukwungwu (2005), the activity provide training in the application of Pedagogical Principles in teaching and learning languages in a technological world. The language education in the word of Anthonio et al (2016) is an open area with open access to resources online course, virtual classroom and social network based information and communication technology. The ICT toady is increasingly used to give learners access to information, promote interactions and communication needed to enhance digital literacy skills. The online tuition were recommended and effectively used during covid-19 pandemic era. Gulling et-al; (2016) reported an increasing and rapid development of tools and resources that present opportunities and challenges to language education in the digital literacy programmes.

Pauline et-al, (2022) emphasized the need for digital literacy in the teaching and learning of language education in the twenty first century (21st) is purely basic in the growth of academic literacy, if used in a sound pedagogical way that correspond to the need of the learner. It is also important that the use of ICT in language education be introduced and supported in a sustainable way and in the range of that sound pedagogical approach that promote life-long learning.

Dilek (2016) noted that the last two decades witnessed the integration of ICT in language teaching, today it has become major topic in language teaching, today it has become major topic in language educational realm. The past two decade have provided a lot of evidence showing positive effect of the use of Information Communication Technology (ICT) on our language learners. Ugwu (2013) observed that the society is rapidly changing and that teachers have to at the same time adopt this new roles in professional development more especially in the rapidly changing Science and Technology era. Cristina (2020) said that there is the need to explore the required skill needed to enhance language learning using ICT tools. The ICT teaching tools emphasizes on obtaining, analyzing and organizing information from the field. This exposes the learners the chance of being familiar with different types of information and communication technology. The classroom interaction with ICT tools in the teaching and

learning necessitate the types of application in the ICT tools necessary to enhance the teaching and learning of the subject matter within the planned teaching and learning activities. Eze, (2011) looked at the differences between information communication technology in educational system and the information and communication technology in the general term. In the first place, the information described a fact, an idea or knowledge that is capable of being released to another through a medium. Communication on the other hand is an electronic transfer of information from one location to another.

Conclusion

Information according to Eze (2011) is a fact, an idea or knowledge that can be transferred from a person to a person through a medium. The electronic transfer of information from one location to another is called communication. The technology in educational field is the modernization of information scientifically. The use of ordinary voice to disseminate information is the first approach to circulate information, when this information is transferred from one location to another, then communication has taken place. The introduction of the use of metallic gong to make announcement is an introduction of technology in information and communication. In many setting, not only at village, this is still invoke. We can also remember that schools use bell to announce to the learners that it is time to come to schools and time to depart from schools to their individual homes. A sound of bell in many gathering always draw the attention of the members to the issue at the time for silence. To enhance the teaching and learning of language, there is therefore the need for the introduction of model information and technology to enhance the teaching and learning of the subject matter. Here the chalkboard demonstrations are being replaced with smart white board and chalk is being replaced with a white board marker. If we can reflect back, we can remember when letter writing was the main means of communication or information circulation. Greeting cards mostly at festive period is today looked at as an ancient practice to be followed soon with invitation cards that is being replaced by WhatsApp platforms.

For proper development of our professionalism in the teaching and learning of language education, there is that need for teachers to embrace information communication and technology to improve on their assignment. There is an improved effectiveness in the use of language laboratory as a result of the advent of ICT, not only that lecturers are being presented using power point projectors in the classrooms, students can today use their smart phones to create google classroom for interactions among themselves and with their teachers. The result of the above is an increased teaching and learning outcome.

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