

Nigerian Teachers' perception of Applying Technology Task Based Approach at Basic Education Level

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Abstract:- Though integration of technology in second language teaching has received enormous attention, many language teachers in Nigeria are still struggling to handle this development. The aim of this study is to explore Nigerian teachers' perceptions of using technology task based approach to second language teaching in the classroom. A self-designed teachers' perception questionnaire was used for data collection in the study. Descriptive research design was employed in this study. The study involves fifteen primary school teachers from Lamido primary school Dakingari, Nigeria. The study sought teachers' perception towards applying, integrating technology in teaching. Mean scores, percentages and frequencies were used in the data analysis. The findings indicated that teachers have positive attitudes towards the use of TTBA in language teaching. Teachers believe that the integration of technology in TTBA is of great importance in language teaching. In their opinion, lack of the technical skills necessary for technology integration in the classroom hinders their application of technology in the classroom. Another factor that affects the application of TTBA as indicated by the teachers is that this approach is time consuming, it requires a lot of time due to multiple stages involved in this approach. It is recommended that teachers should utilize all the steps and procedures designed in TTBA so as to improve their pedagogical strategies as well as to enhance student's language skills.

Keywords: Primary school teachers, Perception, Technology Integration & Technology Task based Approach for Second Language Teaching.

I. INTRODUCTION AND BACKGROUND

There has been apprehension about the perceptions of teachers towards language teaching methods. More recently there have been studies on teacher's perceptions. Teachers have similar opinions towards different language teaching methods; these views are as a result of nature and how they view the approach to impact their classroom interactions. These views are used by researchers to enhance their teaching methods and find solutions towards the challenges faced in implementing these methods. Perception as defined by Elnaga, (2012), is an intellectual progression through which individuals chooses, arranges and provides implication towards environmental stimuli. Through perception an individual attempt to make sense of their

situation and the objects, people, and events in it because different individuals may give different meaning to stimuli. Perceptions are not fixed because different participants in a study can view the same thing in a dissimilar manner.

English plays an important role in Nigeria, it is used as a formal language for communication, instruction and it is also used at work places. The methods teachers use in teaching English in Nigeria are unsatisfactory. Even though students learn English from lower basic primary level, they still lack basic communication skills. The methods English teachers used have not produce the anticipated objective of studying English. A new approach was designed in this study, the aim of designing this approach is to use it as a replacement of the traditional methods that teachers use in teaching English. Although, the new approach is effective towards teaching English, teacher's needs are not yet confirmed. Thus, it is very important to explore teachers and perceptions about the appropriateness of TTBA activities and teaching materials so as to effectively implement this approach in teaching English.

1.1 Research Questions of the Study

This study was conducted to explore and answer the following research questions:

1. What is the perception of teachers towards applying TTBA in language teaching?
2. How appropriate is the implementation of TTBA in language teaching?
3. How effective was the integration of technology in TTBA?
4. What are the limitations towards applying TTBA?

II. LITERATURE REVIEW

Studying teachers' perception towards TTBA will help in establishing if students' proficiency language requirements are met in the design of TTBA. Studying teachers and students perception will also help to explore how important are the tasks, procedures and activities designed in TTBA. Studying if teachers are enthusiastic towards the application of different resources like, power point, Microsoft photo story

and Projectors will also help towards the application of TTBA.

Many studies have focused on teachers' perception towards different teaching methods; computer assisted language learning, task based language teaching, grammar translation method, communicative language teaching. However most of the studies were limited to either university or college school teachers or students. There is lack of studies and literature on Nigerian primary school teachers' perceptions on second language teaching methods. This study is therefore aimed at filling this gap in the literature by finding the views and opinions of primary school teachers' perceptions on TTBA.

With regards to teachers, the following constructs will be discussed: Teaching Method, Technology Integration, Implementation and Challenges. Part of the problems faced by students Nigeria is poor academic achievement, this is associated with the poor methods used by English teachers (Ajibola, 2010 and Asokhia, 2009). Thus, teacher's method of teaching can influence students' academic achievement. Teachers method of teaching according to Chaisiri, (2010), was perceived to have no any effect on student's performance. Teachers that were involved in the study indicate that they are prepared to use any method that could influence the performance of the students. On students perception on the factors that influence their teaching and learning in Nigerian secondary schools, subjects in the study reveals that teacher's method of the teaching is among the factors that contribute to their academic achievement. A significant relationship was found between teachers method of teaching and the teaching and learning of the student's (Abiola, 2013).

Teacher's mastery of the subject matter as well as his attitudes towards the students are among the qualities of a good teaching method. The results of the study conducted by (Babai & Sadeghi, 2009), shows that participants of the study stated that, application of different strategies, effective communication skills helps teachers in teaching English. The students in the study stated that their teacher's character and the manner he acts is among the factors that help them to learn English effectively. Therefore, it is necessary to ascertain how Nigerian primary school teachers and students will perceive TTBA.

Teacher's perception towards integration of technology in the classroom is considered to have impact on student's performance. A survey of teacher's perception towards technology integration indicates that teachers utilized the use of technology in the classroom. The effect of this was perceived to have a positive impact on learner's academic achievement. Similarly Lidice & Saglam, (2012), examined in-service teachers perception towards technology integration. The outcome of the study reveals that the subjects of the study perceived integration of technology in education to play a vital role for inspiring learners to learn. Integrating technology in teaching English enhances student's motivation towards learning. Since technology is integrated in the design of

TTBA, studying teachers and student's perception of the appropriateness of the instructional designs that deals with technology will help to establish the relevance of TTBA in teaching English.

Studies about the integration of technology implementation in the classroom indicates that, participants hold a positive view towards the application of technology in the lesson. The participants believe that this integration have the ability to enhance students motivation and English skills if implemented (Yaratan & Kural, 2010). A similar outcome was established in a study in Pakistan, the study examined teacher's perception on the effect of computer assisted language learning, they indicated that it is suitable in teaching speaking, reading, listening, grammar and comprehension. Majority of the participants agreed that the implementation of technology will enhance student's classroom activities, English language education, motivate students to learn and improve teachers ecstasy towards teaching (Haider, 2013). In a similar study conducted by Xiongyong & Samuel, (2011), they found out that the subjects that participated in the study have a positive attitude towards implementing TBLT in the classroom due to their understanding about the teaching method. Hence studying teachers and student's perception towards TTBA will help the teachers, schools and policy makers to determine if it is suitable to implement TTBA in Nigerian primary schools.

The fourth aspect in relation to studying perception is to know the possible issues faced during technology integration and other second language teaching methods in the classroom. Despite the merits accorded to the use of technology in the classroom a number of issues are limiting the successful utilization of its benefits. According to Park & Son, (2009), and Yaratan & Kural, 2010), large class size, lack of professional teacher training, slow internet, lack of suitable program, lack of confidence to use technology, inadequate time and lack of modern facilities are among the factors limiting the application of technology in the school. Large class size does not only affect technology integration but other language teaching methods as well. A large number of students in a class was found to be the factor affecting the implementation of TBLT in China (Xiongyong & Samuel, 2011). Considering these challenges mentioned by different researchers, it is essential to study the type of difficulties that teachers and students encounter during the application of TTBA, this will help in improving the design, procedures, materials and strategies in TTBA.

III. METHODOLOGY

This research study is a descriptive research study. The study intended to explore Nigerian teacher's perceptions of applying TTBA in language teaching. Hence descriptive research design was selected as the best form of design for the study. Equally qualitative and quantitative methods were used in the study for the purpose of data collection. To explore teacher's perceptions towards TTBA, questionnaire was administered and their responses were analyzed quantitatively. Open ended

questions were also included in the questionnaire design, and the results were analyzed qualitatively.

A self-designed perception questionnaire was designed. The instrument was checked by experts in language teachers to determine its validity, after the comments received by the experts, the instrument was reviewed and was pilot tested on primary school teachers. The result of the Cronbach alpha was .735, indicating that the instrument was reliable in exploring teachers perception. The sample of the study involved all the primary school teachers in Lamido primary school, Dakingari.

IV. FINDINGS AND DISCUSSION

The purpose for performing this research study is to explore Nigerian teachers' perceptions of applying technology task based approach for second language teaching in teaching and learning. The study also aims at finding out some of the possible factors that may hinder the application of this teaching approach in the classroom. The findings of the study are classified under the four research questions and constructs used in the study: teaching approach, technology integration, implementation and challenges of applying TTBA in Nigerian schools. Respondents mean scores, standard deviations and percentages were used to analyze the data.

4.1 What is the perception of teachers towards applying TTBA in language teaching?

A total of 15 primary school teachers from Lamido primary school were involved in the study. To determine their opinion relating to teaching primary school students English using TTBA, their responses are presented in Table 1:

Table 1 Mean, standard deviation and percentages on the teacher's perception towards applying TTBA in language teaching

Teaching Approach

Item	Mean	Std. Dev.
TTBA is suitable for group work	3.93	.458
TTBA encourages student centred learning	4.67	.488
The methods used in TTBA increases students' reading, skills	4.47	.834
The procedures used in TTBA improves students' writing skills	3.80	.862
The techniques used in TTBA enhances students' speaking skills	4.13	.834
Learning activities in TTBA are suitable for primary students	4.47	.915

The findings in the Teaching Approach construct indicated that teachers have positive attitudes towards the use of TTBA in language teaching. The mean score in all the items is above 4 except item 1 and 4. They perceive this approach to be an effective approach that enhances students reading, writing and speaking skills. They also indicated that this approach is suitable for second language teaching.

4.2 How appropriate is the implementation of TTBA in language teaching?

A total of 15 primary school teachers from Lamido primary school were involved in the study. To determine their opinion relating to the implementation of TTBA in teaching primary school students English, their responses are presented in Table 2:

Table 2 Mean and standard deviation on the teachers' perception towards the implementation of TTBA in Nigerian primary schools

Implementation

Item	Mean	Std. Dev.
TTBA makes it easier for me in the preparation of teaching materials	3.87	.743
TTBA improves my students ability of thinking critically	4.00	.756
Students interest towards learning is improved when technology is integrated in the classroom	4.40	.737
TTBA implementation is appropriate for all aspects of second language teaching	4.47	.834

As indicated by the mean score of the respondents on the implementation of TTBA, teachers are of the opinion that applying this method will enhance student's interest towards learning; student's level of critical thinking is also believed to be improved by this approach. Participants in this study are of the opinion that technology should be applied in teaching language. This will help towards improving students' academic achievement. This finding is supported by other researchers Haider, (2013); Yaratana & Kural, (2010), believe that students attention towards studying English and their competence in English can also be hanced when technology is implemented in teaching the English language.

4.3 How effective was the integration of technology in TTBA?

A total of 15 primary school teachers from Lamido primary school were involved in the study. To determine their views regarding the incorporation of technology in designing TTBA, their responses are presented in Table 3:

Table 3 Mean and standard deviation on the teacher's perception towards the integration of technology in TTBA

Technology Integration

Item	Mean	Std. dev.
Students becomes engaged and participate in learning due to technology integration in the lesson	4.53	.640
My Students have better grades/scores when technology is integrated in the class	4.80	.561
I am willing to use teaching resources such as (software, PPT, projector) in teaching my students English language	4.93	.258
I check my students progress easily due to technology integration	2.53	.915

Regarding the aspect of integrating technology in TTBA, participants indicate that this method helps the students to become active learners, not passive learners. Participants also indicated their willingness in using different aspects of this method in teaching English. Teachers believe that the integration of technology in TTBA is of great importance in language teaching. This agreed with the results of Gadanya, (2015); Nikian, Nor, & Aziz, (2013), they found out in their studies that teachers believe technology plays a vital role in learning.

4.4 What are the limitations towards applying TTBA?

A total of 15 primary school teachers from Lamido primary school were involved in the study. To determine the possible challenges that may affect the implementation of TTBA in language teaching. Refer to Table 4 for teachers responses:

Table 4 Mean and standard deviation on the challenges teachers perceive towards applying TTBA

Challenges

Item	Mean	Std. Dev.
Classroom management in TTBA requires more time than the traditional method	4.20	.414
Different stages of TTBA makes the teaching to be difficult	4.20	.941
Materials used in TTBA are not suitable for second language teaching	3.93	1.280
Lack of technological skills makes it difficult to teach all the language skills using TTBA	4.73	.458

Some of the challenges showed in the responses is the time required in implementing TTBA. They perceived that lack of the technical skills necessary for technology integration in the classroom hinders their application of technology in the classroom. The impact of technology integration towards assessing student's performance has the lowest mean score in the teacher's survey. This is attributed to their lack of technological skills needed to conduct this activity. Similar opinions were reported by Kinik, (2014); Park & Son, (2009), who stated that teachers encounter difficulties in the process of using technology during lessons. Some of the factors mentioned are; limited knowledge on how to use computers and lack of technical support. Teachers in this study mentioned that classroom management when technology is applied consumes a lot of their teaching time. This opposes the studies of Kozma, (2003) and Sabanci, (2014), they mentioned that the participants prefer using technology because students' progress is easily monitored, technology offers additional opportunities to conduct activities in the class and saves more time than the traditional method.

The second part of this instrument comprised of an open-ended question where the participants can express their views and make few recommendations about using TTBA as well as some of the advantages of integrating technology in second language teaching. Almost all of the participants are of the

opinion that TTBA should be used in teaching English. Some of the participants indicated that:

- Students language skills can be enhanced with the help of TTBA
- Applying TTBA in teaching English helps the students to develop positive attitudes towards English
- Activities used in TTBA improves students interest towards learning
- It encourages students to actively participate in the learning process

V. CONCLUSION AND RECOMMENDATION

The primary aim of conducting this research work is to explore teacher's perception towards teaching Nigerian students English using TTBA. They perceived that this method is effective towards enhancing student's language proficiency skills. Teachers suggest that this method should be used in language teaching because it makes the students to be active and it encourages student centered learning.

As proved in this research work, when tasks are integrated with technology student's English proficiency is greatly enhanced. It also shows that teachers should take into account their student's language skills and involve them in the learning process, through this process, the students will become active learners rather than merely passive learners where there is little or no student participation. Teachers should encourage students to join in the tasks and group activities with interest and attentiveness. The results showed that teachers can improve the performance of their students by using TTBA. Teachers should utilize all the steps and procedures designed in TTBA so as to improve their pedagogical strategies as well as to enhance student's language skills. The findings give a positive implication to teachers towards shifting from traditional teaching methods to technology and task based methods.

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