

# Attitudes of English Language Lecturers and Students on ICT Mediated Teaching in Gombe State University, Nigeria

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**Abstract:** The paper is on Attitudes of English Language Lecturers and Students on ICT Mediated Teaching in Gombe State University. Cross-sectional survey design was adopted as research design for the study. ICT has revolutionized every aspect of human life endeavour, more especially the aspect of education. The study was designed to observe the attitude of English language lecturers and students towards the use of ICT mediated teaching and learning. The research work was guided by four research questions. The samples of the study consist of English language lecturers and available students studying English language from Gombe State University as population. The instrument for the study was a self-designed structured questionnaire administered to five (5) English language lecturers and twenty (20) students of English. The instrument was validated by ICT lecturer from University of Jos. The reliability of the instrument was conducted using Cronbach Alpha Correlation coefficient which stood at 0.85%. Even though this study has limitation related to sample size, the results contributes to the existing theory and practice related to ICT mediated teaching/learning. This study could be an incentive for improving readiness of English language lecturers/teachers regarding ICT use in learning activities.

**Key words:** mediate, revolutionize, attitude, population, cross-sectional design

## I. INTRODUCTION

English is an international medium of communication that is being used as the second language (L2) in Nigeria. The status of English as L2 in Nigeria dates back to the colonial period during British rule. After independence in 1960, Nigeria like other colonized countries was left to adopt English as its official language. Language learning is a complex process. To make the complexity easy, the teachers should use well advanced technological resources for teaching and learning. The technological development in our life should be reliable to help teachers in executing the process of impacting the knowledge. Information and communication technology (ICT) has its noticeable impact on the quality of education. ICT, is defined as the use of computer system and telecommunication equipments in information processing and it is also the whole range of technology involved in information processing and communication [1]. It creates, disseminate, store, and manage information. It is evident that

ICT can enhance teaching and learning through its dynamic, interactive and engaging contents [2].

Moreover, teachers need to equip and acquaint themselves to make changes brought about by technology. It is seemingly difficult, if not impossible, to address quality education without making mention of the use of ICT which is considered as one of the pillars upon which quality education become a reality [3]). To this end, the Federal Government of Nigeria has provided ICT facilities to all institutions of learning through Tertiary Education Trust Fund (Tetfund) with the purpose of improving teaching, learning and research. Many institutions of learning are equipped with ICT facilities even though, they are not utilizing it well [4]. ICT will always play a major role in this 21st century in job creation and teaching/learning process. The introduction and expansion of ICT into institutions of learning came with the main intention of improving the quality of teaching and learning environment.

## Teaching and ICT

The integration of ICT in education helps in improvising a new way of teaching and learning, manage, spread and communicate information appropriately. Sharma, Gandhar, & Sharma, (2011) contended that ICT enables self-paced learning through various tools such as, computer, smartphone making learning become more productive and meaningful. ICT facilitates the transaction between producers and end users by keeping the students updated and enhancing teachers' capacity and ability, fostering a live contact between teachers and students through e-mail, interactive white board, e-learning, web-based learning including internet, intranet, extranet, CD-ROM, TV audio-videotape [6], [7], [8].

The primary focus of this research is teaching English language with ICT mediated teaching/learning conducted within the classroom setting. Language teaching and learning are inseparable process. This research aimed to look at the attitudes of lecturers and students of English language towards the use of ICT. By definition, language teaching / learning is the process of impacting knowledge of a second language to students and they are learning a language

in a conventional school setting which can be physical or virtual [9].

Language teaching /learning was promoted in developing countries through the fields of philosophy, logic, rhetoric, sociology and religion among others, providing the framework for the main task of linguistic scholars. There is a need to basically study and understand the general principles upon which all languages are built. In doing so, there is also a need to teach in a better and simpler way. Some of those methodological and theoretical principles and ideas are still used in modern linguistics nowadays [9]. Even though ICT has almost taken over the teaching/learning process activities, the lecturers can have all the methodologies at the tip of their fingers with the aid of ICT mediated teaching/learning.

The ways in which an individual characteristically acquires, retains and retrieves information are collectively termed the individual's learning style. Mismatching often occurs between the learning style of students in a language class and the teaching style of the instructor, with unfortunate effects on the quality of the student's learning and on their attitudes towards the class, the process and the subject. English as a language of instruction is recommended in the Nigerian classrooms. It is also a second language where both lecturers and students increasingly use it for communication [10]. [10] ascertains that the lecturers and students also have various challenges associated with using English as medium of instruction, especially due to local languages or mother tongue influences.

In consideration to the above assertions, there is a need to redirect our attention towards using ICT mediated resources as a new way of doing things in order to improve and sustain our environment while at the same time achieving justice, social equality and economic stability. However, change is impossible without learning, just as learning is impossible without change. The pedagogic use of ICT in the teaching and the learning process from a qualitative perspective is under exploited as stated in [9] that majority of teachers are still yet to exploit the creative potential of teachers by engaging students more actively in the production of knowledge. After interviewing teachers and observed various strategies, the use of ICT in the classrooms was evident that ICT was underexploited as the students and majority of the teachers were passively involved in its use. As [4] indicated, that the teachers had a good level of perception and motivation toward ICT integration in learning activities but they still faced with several issues related to facilities and technical expertise.

#### *Statement of the Problem*

[10] conducted a search into the Effects of English language on students' performance, comparing their methods of teaching the sounds of English language to find out the suitable and appropriate method in teaching oral English exploring their perceptions and motivation to ICT use showed that ICT can increase students' attitudes and motivation

during lessons to continue using learning outside school hours.

ICT is very important in teaching learning due to its universal accessibility, empowerment, enrichment, and inclusiveness [3], yet there are challenges affecting the teacher's attitude towards the use of ICT in teaching and learning. These challenges include inadequate policy implementation, lack of institutional and administrative proficiency, lack of regular review and updating of existing ICT curriculum, equity issues, low research in ICT and inadequate funding [3].

Another area that is deducible in the aspect of ICT use in teaching and learning is that while scholars were busy finding out the importance of ICT and the challenges faced by the users, finding out the attitude of the teachers and the students of Gombe State University towards the use of ICT mediated teaching seems to be rarely studied. As it is in higher institutions, many English Language lecturers in Gombe State University are still analogical in their ways of teaching instead of using ICT as the 21<sup>st</sup> century tool in teaching English. Therefore, less is considered about what the lecturers and students feel about ICT mediated teaching and how they handle the ICT facilities generally in Gombe State University. Consequently, this work will contribute in filling in the gap by observing the Attitude of English Language Lecturers and students of English language in Gombe State University on ICT. Mediated Teaching.

#### *Aim and objectives of the Study*

The aim of this research is on 'Attitude of English language lecturers and students on ICT Mediated teaching in Gombe State University which sets out to achieve the following objectives

- a. Ascertain the attitudes of English language lecturers and students on ICT mediated teaching in Gombe State University
- b. Determine the challenges associated with the use of ICT mediated teaching and learning of English language in Gombe State University in Bauchi State University, Nigeria

#### *Research Questions*

- a. To what extent are attitudes of Lecturers and students affecting the use of ICT mediated teaching and learning of English language in Gombe State University, Bauchi Nigeria?
- b. What are the challenges lecturers and students faced concerning the use of ICT mediated teaching and learning resources in Gombe State University Bauchi Nigeria?

#### *Significance of the Study*

It is hoped that the findings of this study will be of benefit to the following stakeholders: lecturers, students, policy makers and syllabus designers and Gombe State

University. The result of this research will assist lecturers to support their colleagues in raising awareness of the importance of integrating pedagogy and technology, tackling obstacles that might currently hinder effective integration of ICT in their teaching context, while building on their own strengths and experiences. This work will help and motivate English language lecturers to acquire ICT skills for effective lecturing the different aspects of English to their students. Language lecturers can benefit from the findings of this study in handling ICT facilities with proper care. The work will also motivate and increase lecturers' urge to acquire ICT skills in teaching English comprehension to Nigerian students in their own languages. It will also aid the lecturers to look for the most suitable method for teaching the different aspects of English (grammar, syntax, phonology and likes) using ICT. skills.

The findings of this work will help students to use the ICT resources to learn different types of English such as grammar, syntax, phonology to enable them cope with the global best process of learning English Language. The finding will motivate them to change their attitudes and use ICT resources as viable tool in communicating and managing their resources. It will also assist them in linking up with their friends and colleagues globally to share research findings on different topics of their interest.

The work will give the policy makers/syllabus designers focus in designing the syllabus in considering the easy ways of facilitating knowledge through the means of ICT. skills.

Finally, the study will add to the existing literature on importance of language teaching generally with the aid of ICT. mediated teaching. As pointed out in background to the study section; there is a weak embrace of the use of ICT. skills in teaching/learning of all aspects of study in many areas. Therefore, with this work, the volume of the literature will increase.

#### *Theoretical Framework*

This research adopts Davis's (1989) Technical Acceptance Model (TAM) theory as its theoretical framework. TAM is chosen because it is the theory that deals directly with the perception and acceptance of information technology. The key idea of the theory is that the usefulness of ICT means a lot than the ease found in it. As the profounder Davis (1989) inferred that the usefulness was significantly correlated with the current usage while perceived ease of use (PEOU) was reported as current and future use. Consequently, the conclusion indicates that the usefulness is more significant than the perceived ease of use.

#### *Scope of the Study*

The research observed and investigated the Attitude of English Language Lecturers and students on ICT. Mediated Teaching in Gombe State University. Geographically, the study only covered Gombe State University English language

lecturers and the English students' attitude towards ICT. skills acquisition and usage in academic endeavors.

#### *Operational Definition of Terms*

Terms are defined according to the way they are used in the context of the study.

#### *Information and Communication Technology:*

This is the use of computer system and telecommunication equipment in acquiring, storage, retrieval and methods of dissemination of information and management.

*Mediated Teaching:* This is the process of intervention between the intention and execution to prevent the undertaking in teaching and learning.

*Attitude:* This is the state of mind of lecturers and students towards the use of ICT in teaching and learning.

*Revolutionize:* This is a radical change in ways of doing things.

## II. LITERATURE REVIEW

This chapter reviewed the literature most relevant to the subject matter of the study. Thus, it focused on topics such as Information and Communication Technology (ICT) in education, problems encountered by teachers and students in using ICT mediated teaching and learning, use of ICT in teaching English language, Importance of ICT in teaching/learning English language, management of ICT facilities and empirical study.

#### *Information and Communication Technology (ICT) in Education*

ICT is an electronic system that is used for communication between individuals or groups. ICT has become a powerful driving force of globalization and made continual impact both on the society and on our life [11]. The role of ICT in education is becoming more important as we are moving rapidly into the world of digital media and information. The emergence of novel global economy and the application of ICT provided us with new insights in teaching-learning processes and evolved as a part and parcel of the education system.

No one; both in rural and urban areas; would reject the fact that ICT is unavoidable. Therefore, no one should be deprived the right and access to ICT development. Through ICT, complex processes are made easier to understand and to function as a facilitator of active learning by providing opportunities to access information in abundance using multiple information resources. This calls for a need for teachers to make necessary adjustments to the teaching and learning process while having a closer look at the barriers faced in integrating ICT tools in teaching the English language in the classrooms.

### *Challenges Encountered by Teachers and students in Using ICT*

Over the years, education in Nigeria has been practiced using the traditional ways of talk and chalk method which is now a days considered as boring and redundant. Such old method leads to stress and does not encourage creativity. ICT emerged as a problem solving tool, yet there is problem of misuse of ICT facilities, fear of disappointment, rejection and replacement, lack of training and so on which leads to negative attitudes towards ICT use in teaching learning [12].

In the same vein [3] asserted that problems of ICT in Nigeria include the following: High Cost of Establishment. ICT does not only include mobile phones, television, software, hardware nor telephones, lack of skilled labour, unreliable power supply, job loss/unemployment, insecurity cybercrime/fraud, reduced Social/Personal Interaction, and reduced physical activities. These challenges may cause a leak on quality of education received. Even in advanced countries such as UK, USA, Australia, Canada, Netherlands, and Hong Kong according to British Educational Communications and Technology Agency [13]; [6] there are some difficulties in implementing ICT. [13] asserted that some teachers in those countries refuse to use ICT because those teachers are afraid of being embarrassed in front of their students if they cannot operate the machine or suddenly the technology does not work. [13] pointed out that they also feel anxious if their students are more competent in handling technology than themselves. [13] stressed that, the teachers feel that they are not competent due to the inadequate technological training. Some of them are technophobic [6]. Some of them are not serious in their training since they know that no matter how good they are in their training they will not be able to implement it in their schools. This is because their schools do not have sufficient technological facilities [13]. [13] also identified some other difficulties in implementing ICT in schools of some such as insufficient access to technological resources (including insufficient hardware, bad management of resources, unsuitable software, low quality of hardware, the teachers' overload work, some technical problems, and some attitude and belief barriers including unsupportive belief and negative assumption about the presence of ICT in classroom [13].

Most teachers neither use ICT as an instructional delivery system nor integrate it into their curriculum. [14] noted that "most teachers in Nigeria do not use ICT to promote pupils' attainment in areas across the curriculum, but they use computers frequently for preparing handouts and tests. In the same vein, [12] pointed out that teachers do not use ICT in teaching and learning process as a mediator of achieving educational outcomes. This according to them leads to a gap between current use of ICT in class and its potential, which signals the teachers' central role in effective use of ICT in teaching and learning Thus, the teachers' ICT attitudes, pedagogical beliefs, ICT skills and training have gained currency and under scrutiny in today's educational settings. It is evident from implementation document of [15] that even

though teachers are widely exposed to ICT-enabled interactive teaching and learning tools, Computer-based test being used for the conduct of Unified Tertiary Matriculation Examination (UTME, Post UTME to give credibility to examination process, their method of delivering lessons has not changed. Teachers are still focusing more on the teacher-centered instead of student-centered method of teaching even in cases where classrooms are equipped with ICT tools.

### *Use of ICT in Teaching English Language*

Teachers of English language should realize the need of presenting different learning experiences in various ways which will be done easily by adopting updated teaching-learning methodologies. ICT helps the teachers in receiving direct information that is updated, timely and reliable. Many processes are made easier to understand and to function as a facilitator of active learning by providing opportunities to access information in abundance using multiple information resources. Globalization and technological change have created a new global economy that is powered by technology, fueled by information and driven by knowledge [11]. English language learning has been a part of the English Syllabus in schools. Over the years the integration of Information and Communication Technology (ICT) in the teaching of English is seen as an important aspect of improving the process. Past studies suggest that effective integration of ICT depends on teachers' attitudes and skills in using the ICT, depending on the fact that teachers' attitude is a major predictor in the process of ICT integration.

[16] explained that ICT is a valuable tool to enhance teaching and learning. For teachers, ICT is a professional resources, a model of classroom delivery, and a source of valid and valuable text types. For students, ICT provide opportunities to share and communicate more effectively and to develop literacy skills including skills in critical literacy. It is a valuable tool for researching, composing and responding and viewing and representing English [12]. According to [16], using ICT as a classroom tool has many other benefits because ICT:

- a. Provide highly motivational activities for students – initially computer-based activities can provide stimulus to undertake tasks that students may otherwise avoid.
- b. Links to other learning and to real world situation and experiences.
- c. Increases opportunity for student's interaction and decision making – This interactive process has the potential to cater for individual learning styles.
- d. Illustrate complex processes or concepts.
- e. Provide access to resources.

### *Incorporating ICT into the English curriculum can:*

- a. Improve writing and reading skills.
- b. Develop speaking and listening skills.
- c. Support collaboration, sensitivity, independent learning and reflection.



According to [12], using ICT in English Language enable students to:

- a. Access information and respond to a widening range of texts.
- b. Organize and present information in a varieties of forms.
- c. Broaden the range of audiences for their work
- d. Compose a widening range of texts for a broad range of purposes
- e. Compose for real audiences
- f. Develop understanding of language and critical literacy.

Contributing, [17] opined that ICT can be motivating, it offers the possibility to work autonomously or interact and collaborate with others. ICT also provides instant feedback on language performance in various tasks and exercises. ICT can also be an extension of the classroom and can be time saving. Finally, ICT can promote language learning with fresh authentic and motivating materials directly usable from the Internet. [17] stressed that real-time data collection and feedback can be provided via telephone, using computer controlled speech generation which can be used to teach several aspects of English language such as phonetics/phonology, syntax, touch tone telephone keypad or voice recognition. Under creative writing in English language according to [12], the use of image through computer monitoring device such as exclusive websites can be useful to train learners in English language right from primary school through higher education employing websites like: daily writing tips.com; guarding. Com.uk, inkwelleditorial.com;frustburg.edu etc. the training on how to write good English composition, passages and so on can be effectively utilized.

ICT is a powerful tool for participating in global English Language competition, promoting political accountabilities; improving the delivery of basic language services; and enhancing local development opportunities [18]. According to [19], ICT is considered to be one of the basic building blocks of modern society. Understanding and mastering skills of ICT is seen as part of the core of education. In this 21<sup>st</sup> Century, internet has gained and still gaining popularity in the field of education. ICT can enhance teaching and learning through its dynamic, interactive and individualized instruction. ICT is an accepted element in our lives. It is evident that being competent in using ICT ensures effective teaching. Therefore, teaching effectively in the 21<sup>st</sup>-century demands teachers to be equipped with Technological Pedagogic knowledge to have the full package for the era. Therefore, ICT can impact student learning when teachers are digitally literate and understand how to integrate it into curriculum [1]. To this end, teachers use a diverse set of ICT tools to communicate, create, disseminate, store, and manage information

[1] stated that the use of ICT in teaching and learning of English language can: (a) enhance more interaction between teacher-students and student-student, (b) promote

development of collaborative work,(c) act as a motivating tool for many English students (d) promote fast communication across geographical English barriers, (e) facilitate cooperative learning, encourages dialogue, and creates a more engaging classroom, (f) Locate latest Research Materials which school library cannot provide,(g) enhance English teachers' confidence in applying their knowledge and skills, and to strengthen their ability to promote purposeful use of ICT,(h) increase English teachers' ability to write their assignments, projects with ease.(i) improve and sustain English teachers' writing, developing their confidence in using the computer to plan, draft, redraft and proof-read their work on screen before presenting them to their teachers.

#### *Using ICT for Reading*

ICTs are being increasingly used to give English language students access to information, promote interaction and communication, and enhance digital literacy skills [22]. [23] stated that ICT can enhance the teaching and learning process of students' English language and curriculum by: (1) Access to English as a foreign language (EFL) pedagogy and expertise. (2) Access to culturally and linguistically diverse resources. (3) Access to innovative tools to integrate language and curriculum learning. (4) Providing opportunities to access information in different and helpful forms through variety of multimedia available such as speech and/or text. (5) Creating opportunities for learners to refine, develop and store their language output, using word processing programs to redraft, using publishing programs to present information or using web cams to record their oral presentations.(6) Allowing English as a foreign language (EFL) learners to combine spoken, written, visual and graphic output which can support them to successfully express that which is just beyond their current linguistic competence.(7) Allowing learners to develop and refine their ICT- based output than paper-based output collaboratively with more opportunities to examine their language output in detail. (8) Creating a focus on English and how it is used through text tools, authoring programs or writing frames, subject specific writing frames, templates, fabricated or authentic text can be used to scaffold English as a foreign language (EFL) learner writing in new styles or genres. (9) Increasing opportunities to use first languages to support curriculum and English learning, using internet translation tools, electronic bilingual dictionaries, first language subject-related texts and explanations on the internet.(10) Using first language material sourced on the internet can help learners draw on their understanding in their first language. (11) Providing opportunities for learners to become autonomous learners and to practice their skills in particular areas of English through specific software or internet based research. They can be useful tools for independent study and autonomous learning. (12) Increasing opportunities and motivation to communicate in English through email exchanges, video conferencing, virtual classrooms or web page authoring. Computer-mediated communication (CMC) increases the ways learners can

communicate by taking risk with language, to learn from the language of others and encourages different language structures (13) stimulating working, thinking and talking collaboratively which supports EFL learners to process and embed language and curriculum learning.

In the same vein, using ICT for reading of English language according to [1] can: (1) produce quality English language materials and be used for different purposes. (2) Be of a useful tool to consider how texts are changed and adapted to different media. (3) Improve students writing and reading skills. (4) Facilitates reading and proofread documents using Spell-checker. (5) Use the computer to read factual and informative texts. (6). Use the computer to recognize, analyse and evaluate the characteristic features of different types of text in print and other media. (7) Make it easier for English language teachers to give instant feedback to their students as they are working. (8) Make English language teachers to show ideas dynamically as well as showing suffixes joining with root words. (9) Increase English language students control and self-regulation. (10) Act as a catalyst to bring about change in English teachers' thinking and practice. (11) Improve English language students speaking and listening skills. (12) Be an effective catalyst of talk both at the screen and away from it. (13) Help English language students with emergent language or literacy skills that will enable them interact with the story and enhance both their vocabulary and text comprehension. (14) Help English language students to develop a range of social learning skills, including communication, negotiation, decision-making and problem-solving. (15) Help primary school English language pupils expand their vocabulary and gain insight into the structure of narrative texts. (16) Make English language students to better understand, visualise and interpret difficult texts (17) Improve English language students' areas of phonological awareness, vocabulary development, reading comprehension and spelling

#### *Using ICT for Writing*

[1] stressed that the use of ICT for writing of English language can be enhanced by: (1) having access to word processing to improve and accelerate their writing skills, (2) supporting reflective writing and improvements in students' reasoning ability, (3) improving students' literacy skills, especially their understanding of narrative when developing their writing skills, (4) using word processing in combination with teacher guidance can significantly improve their writing, as do pupils who write for a real audience using the internet or email, (5) providing highly motivational and stimulus activities for students to undertake tasks, (6) linking to other learning and to real-world situations and experiences that reflect gender & cultural diversity, (7) helping in writing of memos, (8) assisting in composing different letters, (9) Acquiring Varied Writing Skills. If students are required to publish their work on the Internet, they have to develop hypertext skills, (10) Assisting students to extend their confidence in writing for a variety of purposes, (11) Using the computer as an effective tool for the development of academic language proficiency as learners more readily explore advanced lexical

or syntactic expression in their written work, (12) increasing opportunities for students' interaction and decision making. This interactive process has the potential to cater for individual learning styles, (13) making repetitive tasks more interesting, (14) providing access to resources which may increase the need for students to develop critical thinking and effective information processing skills.

Similarly, opportunities are external factors that have positive effect for an institution to exist and develop in achieving the goal of ICT [19] and [2]. According to [2] ICT offers opportunities for English students and teachers to: (a) analyse different texts, sounds and images in English (b) download information, evaluate its suitability and select the most relevant teaching and learning English materials for their students (c) use different sources to find different information (d) have access to up to date sources and information rapidly and cheaply online (e) listen to news and music of different styles (f) send and receive spoken and written messages (g) check the spelling of their works (h) check the accuracy of their works. Contributing, [12] explained that English language students and teachers can use ICT to compose different stories for presentation and present their work in different styles to an audience. They can as well use the ICT to write faster than with handwriting. They emphasized that shy English students can express themselves using ICT more than face-to-face interaction. [11] and [12] opined that ICT increase the following opportunities: (a) Availability of materials to access documents online, (b) teachers are being motivated to learn how to teach communicative English through participatory method, (c) students enjoy learning through interaction facilitated by technology, (d) increase the amount of technology in classroom, (e) all teachers have the advantages of being trained in the use of ICT, (f) develop and introduce video materials. [24] stressed that ICT has the potential for increasing access to and improving the relevance and quality of English language. [24] explained that ICT offers English teachers unprecedented opportunities to enhance their educational systems, improve policy formulation and execution and widen the range of opportunities for teaching and learning. Teachers' integration of laptops, interactive whiteboards, internet and other hardware, software and connectivity allows them to develop innovative approaches to learning and teaching [16]. According to [11] the use of ICT enhances the professional development of the English teachers, improving their capacity to teach English language and to make their subject content easy, economic and more understandable. The English teacher in collaboration with more experts in his English language can increase his domain of knowledge with learning materials available online, e-journals, e-magazine, e-library, e-books, and social sites like linked-in which are helpful in better learning of English language skills enabling him to fully participate in discussions and conference [20], [16] and [21]. ICT has changed the role of a teacher from teacher-centre to student-centre thereby making him to learn innovative methods of teaching as providing him with teaching contents, homework, assignments and projects [21]. [20] opined that

ICT helps English teacher to participate in various in-service training programmes and workshops which are essential for his professional development. ICT also helps English teacher in framing the curriculum of English language learning, study the curriculums of different countries, their pros and cons, challenges as well as sociological and psychological issues related to English language learners to achieve the aims and objectives of English language teaching [11] and [20].

According to [11], ICT plays an ever important role in increasing economic productivity through digital economies, enhancing the delivery of public and private services and achieving broad socio-economic goals in education, healthcare, employment and social development. Widely access to ICT can help English teachers to compete in a global economy by creating a skilled work force and facilitating social mobility. [11] emphasized that ICT in education has a multiplier effect throughout the education system providing the following opportunities: (a) enhancing learning and providing students with new sets of skills, (b) reaching students with poor or no access, (c) facilitating and improving the training of teachers; and (d) minimizing costs associated with the delivery of traditional English instruction. ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, especially those who are excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, person with disabilities. Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession development through which they can use it to facilitate learners' learning [23]. ICT offer opportunities to analyse and annotate texts including multimedia texts and their own work, explore alternative versions of texts both by the original author and others, consider the choice made during composition, capture ephemeral responses, devise presentations offering reflections on and responses to texts, edit their work easily, create and access support and revision material in line with global good practice [7].

### III: METHOD AND PROCEDURE

This chapter presented the research design, population and sample, sampling technique, instruments for data collection, validity and reliability of the instruments, procedures for data collection and method of data analysis.

#### *Research Design*

Research design is seen as a blue print for conducting study with maximum control over factors that may interfere with the validity of the findings and also describes how, when, and where the data will be collected and analyzed. This study adopted Cross Sectional Survey Design which is the type of research that directly test hypothesis about attitude. It enables the researcher to ask the target population questions that aid the survey for the target topic.

#### *Population And Sample*

##### *Population*

The population is a collection of individuals or objects that serves as the researcher's focus of inquiry. The population of this study included any English language lecturers and English Students available in School of Basic and Remedial Studies of GSU with the total population of seven English language lecturers and all the remedial students.

##### *Sample*

A sample is a subset of the population. It represents the population from which it is drawn. The results of the study conducted on the samples can be applied to draw conclusion on the population. The sample was drawn out of remedial tutors and remedial students of Gombe State University with the total population of 5 tutors and 20 students. The samples are considered manageable for treatment. Remedial students are chosen because they are expected to have attained some level of proficiency in English language as it is the language of instruction in schools and they are not much familiar with the higher institution because not quite long they left their secondary schools.

##### *Sampling Technique*

Sampling techniques are strategies applied by researchers to make statistical analyses using representative portion of the population. The researcher uses cross-sectional survey design which allows the researcher to make a generalization about the entire population and to take the sample of the study. Simple random sampling was used to select the sample. This is to ensure that the sample selected has attained some level of proficiency and ideas on ICT as it is inevitable in teaching and learning of the present century schools.

##### *Instruments for Data Collection*

The researcher used questionnaire as instruments for data collection. There were 32 sets of questions to be answered. The answers are expected to expose the attitudes of both the student's and their lecturers towards the use of ICT Mediated Teaching and Learning.

##### *Description of the Instruments*

The questionnaire comprised of sentences that carried the description of questions to be answered to express what the lecturers think about using ICT. The questions were intentionally formed and used with the aim of understanding the attitudes of the students and lecturers towards the use of ICT. The students and the lecturers were expected to expose their thinking through the answers of the questions administered.

##### *Validation and Reliability of the Instruments*

Validity is the extent to which the result of an evaluation procedure serves the particular use for which it is intended. It is the extent to which a concept, conclusion or

measurement is well founded and correspond accurately to the real world. Validity can also be seen as the extent to which a research instrument is justifiable in measurement to achieve the purpose for which it is designed for. In order to achieve the validity of this instrument, the researchers used questionnaire containing questions that can answer the topic by exposing the thinking of the students and the lecturers towards the use of ICT Mediated teaching and learning. Experts from ICT department of the University of Jos scrutinized the test questions. This is done to make sure that the questions can expose the aspect intended to be surveyed. To establish consistency of the survey, questionnaire was used for the target samples.

*Procedures for Data Collection*

In collecting data for the study, questionnaires were shared for the lecturers and students of English language (SBRS) to be filled. The questionnaire was collected at the spot by the researchers which yielded 100 percent return rate.

*Method of Data Analyses*

The data for the study were elicited from the respondents by means of self-designed structured five point Likert scale questions to carry out the analyses. Mean and chi-

square were the statistical technique adopted. While research questions 2-4 were answered using descriptive statistics which is simple mean. Data analysis was done using the raw data.

**IV. RESULTS AND DISCUSSION OF FINDING**

Table 1.1: Biodata of the Respondents

Gender	Lecturers				Students			
	Male		Female		Male		Female	
	14	56.0	11	44.0	13	48.0	11	44.0

Source: Researchers' Field Work, 2021

The results in Table 1 showed that 14(56%) of the lecturers were male while only 11(44%) of them were female. Similarly, 13(48%) of the students were male while only 11(44%) were female.

*RESEARCH QUESTIONS ONE AND TWO.*

What are the attitudes of Lecturers and Students on ICT mediated English Language teaching and learning in Gombe State University.

Table 1.2. Attitudes and challenges of lecturers and students on ICT mediated English language teaching/ learning

Attitudes/challenges of Lecturers and students		Lecturers				Students				
S/N	Description	Agreed		Disagreed		Agreed		Disagreed		
1	I am interested in developing my skills in ICT mediated teaching/learning	21	84.0	4	16.00	19	76.0	6	24.0	
2	I am overwhelmed with ICT mediated teaching/learning	21	84.0	4	16.0	22	88.0	3	12.0	
3	I am competent to use computer in teaching/ learning	6	24.0	19	76.0	18	72.0	7	28.0	
4	The trend of teaching/learning is best utilized across the curriculum	12	48.0	13	52.0	25	100.0	0	0.0	
5	I am no longer losing my status because of ICT mediated teaching /learning	23	92.0	2	8.0	25	100.0	0	0.0	
6	Using projector makes teaching/learning much easier and effective	24	96.0	1	4.0	0	0.0	25	100.0	
<b>Challenges of Lecturers and Students on ICT</b>										
7	Computer makes one to make mistake easily	23	92.0	2	8.0	6	24.0	19	76.0	
8	I fear using ICT mediated teaching/learning	4	16.0	21	84.0	5	20.0	20	80.0	
9	I am forced to use ICT mediated teaching/learning	25	100.0	0	0.0	5	20.0	20	80.0	
10	I am not competent to use computer in teaching/ learning	18	72.0	7	28.0	24	96.0	1	4.0	
11	I have fear to Google materials from the net	6	24.0	19	76.0	24	76.0	1	4.0	
12	The apparent complexity of ICT equipment is frightening me	23	92.0	2	8.0	23	92.0	2	8.0	
13	Relinquishing autonomy as an expert teacher makes me fear ICT	22	88.0	3	12.0	14	56.0	11	44.0	



14	The teacher is losing the authority of lesson in the class because ICT has become more of learners' centered	20	80.0	5	20.0	21	84.0	4	16.0
15	The changing role of a teacher from teacher-centered to learners' centered is making me afraid of using ICT	2	6.0	23	92.0	20	80.0	5	20.0
16	I am afraid of using ICT because of competing with my lecturers/students	6	24.0	19	76.0	20	80.0	5	20.0
17	Fear of embarrassment makes me avoid ICT mediated teaching/learning	12	48.0	13	52.0	25	100.0	0	0.0
18	I am afraid of failure using ICT	16	64	9	36.0	23	92	2	8.0
18	ICT is more useful for the young once only	14	56.0	11	44.0	25	100.0	0	0.0
19	We don't have access to ICT	15	60.0	10	40.0	15	60.0	10	40.0
20	ICT is not suitable for students with special needs	25	100.0	0	0.0	15	60.0	10	40.0
21	ICT needs constant practice, so, I don't like using it	7	28.0	18	72.0	22	88.0	3	12.0
22	I am worried about the rapid development of ICT, but I like using it	25	100.0	0	0.0	10	40.0	15	60.0
23	I cannot cope with the jargons associated with computer	3	12.0	22	88.0	23	92.0	2	8.0
24	I hate using projector in teaching/learning	8	32.0	17	68.0	25	100.0	0	0.0
25	I don't want to migrate from the style of teaching/learning I am used to	10	40.0	15	60.0	3	12.0	22	88.0
26	The use of computer should be restricted to science subjects only	25	100.0	0	0.0	6	24.0	19	78.0
27	Computer is not friendly	9	36.0	16	64.0	1	4.0	24	96.0
28	Computer makes one to make mistake easily	6	24.0	19	76.0	5	20.0	20	80.0

Source: Researchers' field work, 2021

The results indicated in Table 1.2 serial Nos. 1-6 above showed that majority of the respondents (lecturers and students) have positive attitudes towards the use of ICT for teaching and learning. The findings proved that 84% of the lecturers and 76% of the students were interested in developing their skills with ICT mediate teaching and learning. This result is in line with [7] whose finding revealed that because of the interest in ICT that the use of ICT can help by keeping the students updated and enhancing teachers' capacity and ability, fostering a live contact between teachers and students through e-mail, interactive white board, e-learning, web-based learning. This finding is also in line with [1] that the use of ICT can enhance more interaction between teacher-students and student-student, promote development of collaborative work and fast communication across geographical English barriers, act as a motivating tool for many English students, facilitate cooperative learning, encourages dialogue, and creates a more engaging classroom, locate latest Research Materials which school library cannot provide, and can improve and sustain English teachers' writing, developing their confidence to plan, draft, redraft and proof-read their work on screen before presenting them to their teachers.

In serial No. 2, the results showed that the lecturers had 84% while their students had 88% showing that they were overwhelmed with ICT mediated teaching and learning. But in serial No.3 the lecturers agreed 6(24%) and 19(76%) that they were not competent to use computer in teaching/ learning, while the students proofed that they were more competent than their lecturers having 76%. This result concurred with [13], [12] findings that some teachers in advanced countries refused to use ICT because they are afraid of being embarrassed in front of their students if they cannot operate the machine or suddenly the technology does not work. The result is also in line with [6] whose finding showed that some teachers in higher institution of learning are technophobic.

The results in serial Nos. 7-28 from Table 1.2 above showed that the challenges faced concerning the use of ICT mediated resources for teaching and learning are 56-100% of both the lecturers and the students agreed that ICT is a useful but it is not enough to be used comfortably. Both the lecturers and students are afraid and hardly use it because they find it difficult to switch to the modern ICT ways. ICT is suitable for students with special needs, but the equipment for the special needs is scarce in the university. The students disagree to the

availability of projectors to teach while the lecturers agree that there are projectors but not enough to be used always, therefore they ignored the projectors and use their old ways of teaching. Base on this information we can entail that there are no enough available projectors for the lecturers to use. Moreover, some students are afraid of using ICT for goggling materials from the net, most of them expressed that it is easier to use computer materials than books.

Few of the lecturers and students are happy about student centered method while others are still frightened about the apparent complexity of ICT equipment. While some few lecturers feel they are the authority of lesson in the class, many others feel they found it easy because of ICT mediated teaching and learning. 25(100%) of the lecturers stated that the use of computer should be restricted to science subjects only, while 19(78%) of the students disagreed with the statement. This could be deduced that lecturers in Arts disciplined who are lazy and have no time could complain and shine away from the use of ICT for teaching and learning. Such lecturers will claim that ICT is more useful for the young once only having 14(56%) agreeing.

#### V. SUGGESTIONS AND RECOMMENDATIONS.

The following suggestions and recommendations are necessary for lecturers and students in Nigerian universities. The analysis of this reveals that ICT has the potential to communicate, create, disseminate, store, and manage information in Nigerian universities. It has a lot of potentials in improving the quality of teaching and learning of English Language in Nigerian universities. The use of ICT has made the teaching and learning of English language more fun, motivating and engaging. It is regarded as learners-center giving students the opportunity to individually learn at their own pace. Such opportunities make lecturers concentrating on accessing learning materials online anytime, anywhere and anyplace. Using ICT in Nigerian Universities give English lecturers and students the opportunity to: explore and investigate, analyze different languages, to respond, interpret, reflect and evaluate. It also gives them the opportunity to compose and create, transform, present and perform, communicate and collaborate, inspire and engage and entertain. The recommendations are that Federal and State Government of Nigeria should as a matter of priority provide functional and adequate ICT resources to all universities. The provision of Internet connectivity and constant electricity should be made accessible to all universities 24 hours. They should also embark on massive training and retraining of English language lectures and students focusing on the pedagogical and management aspect of the ICT resources to enable them cope with the demands of the 21<sup>st</sup> century teaching and learning

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